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SMALLER SUNDAY SCHOOL

BRADY

**ORGANIZING THE
SMALLER SUNDAY SCHOOL**

Organizing the Smaller Sunday School

A Study in Grading

By

Lester Bradner, Ph.D.

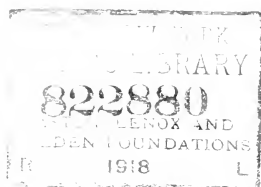
Director of the Department of Parochial Education
General Board of Religious Education



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PREFACE

Will you do me the favor, kind reader, of glancing over this list of questions, which were once used at a Conference on the Small School?

Does a small Sunday School interest children?

How far is the growth of a mission influenced by its Sunday School?

What type of Sunday School suffers the most changes of administration?

In what respects is a small Sunday School essentially different from a large Sunday School.

What is the usual ratio of small to large schools?

What principles should determine how a small school is divided into classes?

Can boys and girls be kept together in small school classes?

Should pupils in a small school be "promoted"?

How long should a pupil in a small school remain under the same teacher?

What is the best improvement in a small school?

Can graded lessons be used in a small school?

How should teacher training be carried on?

Can a small school afford to have the best material?

What special efforts should be made to render a small school attractive?

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Must all the classes of a small school meet at the same time?

How can you draw a picture of a small school?

Can we have a diocesan system for small schools?

Who has written anything especially concerning small schools?

If you find yourself truly concerned about any of these queries, then I may rightly urge you to read further in this little book, for in it I have striven to answer most of them, even though incompletely. If, however, your real interest has not been caught by any of them, this essay is not meant for you, and you had best pass it by—at least at present.

Should you persist, under this warning, in going forward, I owe it to you to say that Part II, as distinguished from Part I, is only for such as have patience to plod through details and to go beneath the surface of the subject. If you attempt to put Part I into practice, I believe you will find help in Part II. If your object is merely the simpler ideas, on paper, do not weary yourself by going beyond Part I. This much I would say to keep you my friend.

For the rest, I hope you share my belief that the Church must put forth its best efforts where conditions are most difficult. For the large Sunday School, under the usual conditions, there is plenty of guidance already in print, and many are ready to put suggestions in practice. For the small school few have spoken. My hope is to start a pioneer enterprise by means of this discussion.

There are many who hold that a small Sunday

Preface

School is just a large Sunday School pared down, and in consequence they feel under no necessity to give especial attention to the small school; or even to acknowledge that it has peculiar problems of its own.

In answer to such a position it should suffice to ask, "Can the graded lessons be used in a school with five teachers?" Obviously it is impossible to have perhaps twelve courses in use by five teachers at the same time. The only possible answer to our question is, "No, the graded lessons cannot be used in a small school in *the usual way*." But this very admission that if used at all they must be handled *in other than the usual fashion* reveals that the small school has a problem of its own. In fact, it has many which are peculiar to itself.

My contention is that the small school can be conducted on what amounts to a graded plan, that it *can* be so organized as to make use of the graded lessons in its own way. If this be not true, then the small school must be shut out from taking advantage of the best products of the present era of Sunday School advance. Our best writers are engaged in producing graded work. Our best systems presuppose the principle of grading. Must the small school be content to use something else which is second best, and to remain organized under an antiquated theory?

The main object, then, of this little book, is to show how the smaller schools can be so organized as to make use of the best graded material and run with the same efficiency as the larger schools. Let me express the hope that if I have not succeeded in indicating the right path along which this happy result may be obtained, I may at least stimulate someone else to dis-

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cover and develop a solution. The Church must not rest satisfied until the solution is found.

Those who approach this essay from the point of view of the public schools will be disappointed that I have used the age-years rather than the grade nomenclature. This, however, seemed an expedient concession to such as were not in the habit of thinking in terms of public school grades.

LESTER BRADNER.

New York, April, 1917.

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ORGANIZING THE
SMALLER SUNDAY SCHOOL

PART I

The General Plan

CHAPTER I

The Strategic Value of the Small School

Is the success of the small Sunday School a vital factor in the progress of the Church? But the small Sunday School, as a rule, is anything but a success. It lacks teachers, equipment, and enthusiasm. Its very smallness seems to be an obstacle to growth. Could we, on the other hand, give vitality and enthusiasm to the school, would it not grow, and would it not make the Church grow, too?

Supposing all small schools could be made successful, consider what it would mean for the Church.

First of all, do not parishes usually increase the number of their youth more rapidly than that of their adults? And children bring their elders after them. Many a parish of to-day was started as a Sunday School yesterday. The successful school is the very best feeder which a parish can have, the surest promise of a larger congregation. Moreover, the message of a Church, all things considered, is best presented through its handling of child life. If, according to our Lord's precept, "by their fruits ye shall know them," we look for results in life as a testimony, the surest attainment of parochial results in life is not among adults, where impressions are hard to produce, but in child-life, where all is

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plastic. And the fruits of religion in childhood and youth are a mighty and eloquent sermon to mature life. Any religious body represented in a community by a strong, efficient Sunday School is bound to win adherents and exert influence, no matter what the size of the school may be.

Moreover, we tend to forget that schools of less than one hundred pupils far outnumber the schools of over that number. It would surprise most people to learn that there are more schools in the diocese of New York of under 100 pupils than of 100 and over, yet such was very recently the case. Even in such an old established diocese as Rhode Island, forty-five per cent. (29 out of 65) of the schools in 1915 were under 100 pupils, and comprised seven per cent. of the total pupils. In Eastern Oklahoma (missionary diocese) in 1915 the small schools numbered 22 out of a total of 24, and comprised about seventy-five per cent. of the total pupils.

The District Policy for Missionary Administration

All this, if true, has an important bearing on the domestic missionary policy of the Church. In many parts of the country we are represented by chains of weak and struggling mission stations. What is their promise for the future? It may be clearly judged, as a rule, from the conditions obtaining in the Sunday schools belonging to those same missions. Are these schools weak and helpless? Then it will be many years before the Church will gain a hold in that section of the country. Are they strong and vigorous? Then there is hope for the future of the Church in that

The Strategic Value of the Small School

locality. The condition of the Sunday School is an index. Its welfare is strategic.

Consider again the plight of an archdeacon in charge of a number of small schools. Must each of them be organized and managed on a separate plan, and all of them be weak, in addition? If so, his largest task is really not to see that there are clergy enough to hold services, but to secure sufficient number of workers to keep the Sunday Schools running. Too often each frequent change of a missionary means a change of Sunday School policy, and the absence of a clergyman results in the breakdown of the school. Suppose, on the contrary, that each Sunday School in the archdeaconry is organized upon the same standard plan, with the same system of work, and supervised by the archdeacon, not therefore totally dependent upon the missionary sent to hold services. Then it may be possible for the archdeacon to train a corps of workers to conduct the Sunday Schools of his district according to this uniform plan, to fill vacancies on call, and to keep the system and the school moving on, independent of clerical change in any one mission station. Is there any question but that such a system would be a building force for the Church in his district?

The Possibility of Standard Units

Our need, not merely in an archdeaconry, but the whole Church over, is for a simple, workable, effective plan for the small school, sufficiently elastic to admit of local adaptation, yet sufficiently uniform to allow all small schools to operate upon a single, well-understood

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system, for which lay men and women could be trained in considerable numbers.

This suggests at once a system with certain standard units—each applied under similar circumstances, with well-understood types of modification to meet local needs. It is the purpose of this pamphlet to show that such a system can be devised and is practicable.

CHAPTER II

Analyzing the Situation in a Small School

The Weak Spot

Why is the small Sunday School so often uninteresting and inefficient? Some attribute it to the teachers, some to the lessons, some to the mere fact of its smallness. But the crucial point is whether the school elicits the interest of the child. Nobody can make an enthusiastic school out of uninterested children. Interest, however, is not the result of numbers, but the cause of them. Leaders who will employ right methods will create interest whether the school numbers ten or a hundred. The problem of interesting the child in the small school is primarily a question of *the number and capability of teachers*. Lessons are a secondary consideration.

All things considered, the weakest spot in the small school is probably its teaching force. There may be devotion, and yet no capability. There may be teachers, and yet they may lack insight.

That inferior teachers are left in charge is not seldom due to frequent changes of administration. The minister in charge of a small parish is apt not to be a fixture. He is seeking a larger field and finds it,

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moving on after a brief pastorate. His stay is not long enough to enable him to look ahead. He scarcely understands the present before he is gone. He has hardly had time to begin training teachers against future need. He has perhaps not even discovered the want of capacity among the existing staff. Not infrequently, the whole conduct of the school is changed with each new incumbent. New material is introduced, new aims are established, teachers are confused, discouraged. They drop out if they can, and the vacancy is filled by the first person who can be prevailed upon to take up the burden. Experience with all its values is lost. The rapid changes in clerical control have worked serious harm. Were a standard plan, instead of an individual experiment, in operation, the losses in the teaching force would certainly be less, and its gains might be greater. It is quite natural that the small Sunday School should be weak in teachers. This being the case, however, our remedy lies in giving greater attention to the situation.

How to Measure Small Schools

The teacher is not merely the key to improvement but the real measure of the small school. One may ask what is a small school, and the answer would probably be that a small Sunday School is one which has twenty, or forty, or seventy-five pupils. We ought to say, a small Sunday School is one which has three teachers, or four teachers, or six teachers, or eight teachers. In other words, our measurements should be in terms of teachers, not pupils, because it is the supply of teachers, as well as their quality, which determines, in a very

Analyzing the Situation in a Small School

large degree, the strength of the school. There was once a small school which started with five teachers and five pupils. But it grew rapidly because there was teaching power present, while many schools which start with twenty pupils and two teachers do not grow, because the teaching power of the school is low.

The Division into Classes

Consider the matter in diagram form. There is a certain period in the life of each pupil which it is the purpose of the Sunday School by all means to cover with definite and systematic religious teaching. This period, we may say, is roughly from five to eighteen years of age.

5—| 14 Years of Each Child's Life |—18

Let us admit that, in passing through this period, the child needs to be taught a considerable number of different subjects, in order to equip him thoroughly for his life as a Christian and Churchman. It is a mistake to suppose that every teacher must move with a single group of pupils all the way through this sequence of subjects. It is far more effective to divide this period of years among such teachers as are available, giving each the chance to become more efficient in the teaching of the particular period to which he is assigned. We may then assume that this line of 14 years will be broken by as many teachers as the small school can command, which, of course, is not many. Our line would then appear in this form:

5—| Teacher A|Teacher B|Teacher C|Teacher D|Teacher E |—18

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The next question is, what years of this age line shall be assigned to the different teachers available. The answer is determined principally by the number of teachers, but there perhaps is a certain number necessary for the effective administration. It may be that a school will have to be administered by two persons because no more can be secured, and therefore one teacher must take the group of ages, say, from 5 to 10, and the other the remaining group. This, of course, is unfortunate, and ineffective from the pedagogical point of view. Were there five persons capable of teaching, the fourteen years included might be divided among them mostly in threes.

Let it be understood that in speaking here and elsewhere of ages the writer understands that the figure used is approximate; the corresponding public school grade may be substituted for the age figure without affecting the argument or the plan.

The main question, then, in grouping of pupils in a small school is the number of possible teachers, or, in other words, the number of necessary divisions. Authorities agree that the greatest efficiency would be obtained *if* each year could be handled by itself. This being plainly impossible in a small school, we must reach the nearest possible adjustment to the ideal. The principle, however, is plain. *The teacher remains in charge of the same group of ages; the pupils move from teacher to teacher at certain ages.*

Evidently then, the determining factor in a small school is not the number of pupils, whether twenty, fifty, or eighty, but the question of the number of teachers available to put in charge of the groups. Let

Analyzing the Situation in a Small School

us then agree that the smaller schools shall be spoken of as five-teacher schools, seven-teacher schools, or nine-teacher schools, as the case may be. And let us bring ourselves into the habit of thinking of all smaller schools in terms of teachers instead of terms of pupils.

CHAPTER III

Problems of Grouping

Keeping the Sexes Together

We have become so accustomed to separating the sexes in all Sunday School classes (above the Primary, at least) that there is a natural tendency to consider this imperative. In most public education, however, there is no separation of sex by classes. Since the application of religious truth is often made by means of concrete illustrations to the circumstances in which pupils live, and to their more intimate experiences, it may be desirable, in a general way, to teach the sexes separately. But the advantages are not sufficient to outweigh the consequent shortage of teachers in a small school. The point at which it is more important to separate the sexes, provided plenty of teachers can be had, is the range of 13 to 15 years of age. The next most important point is from 10 to 12. More advantage can be gained by making the division of sexes in these years than either earlier or later. But where rigid economy of teachers is a necessity it is better to keep the sexes together than to lengthen the stretch of ages in one class.

When the question is raised as to how a group of

Problems of Grouping

fifteen or twenty children, boys and girls, from 10 to 15 years of age, should be divided between only two teachers, the answer has generally been, in practice, that one teacher, A, should take the boys, and another teacher, B, the girls. Or in diagram form:

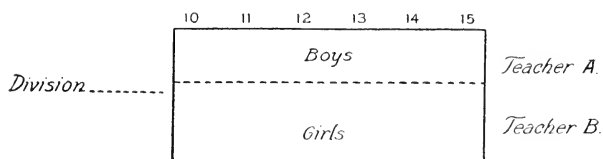


Figure 1—Usual Method of Dividing the Sexes.

On the other hand, the following division which disregards the sex is far more advantageous:

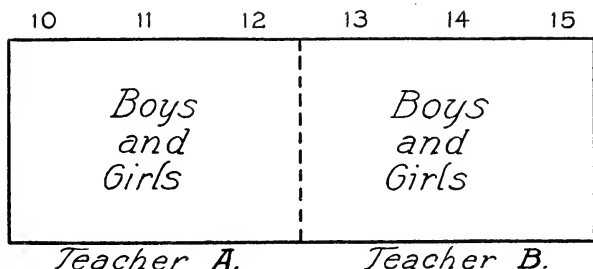


Figure 2—Better Division—Sexes Together.

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The Promotion of Pupils

When it is once determined how many teachers are available for the small school, and which age-years or grades each teacher shall cover, it is understood that every child shall step forward into the age or grade group to which he belongs at the beginning of each new school year. John, for instance, being nine years old and in grade IV of the public school, is in the Sunday School class which Miss B teaches and which includes children of 7, 8, and 9. But in the early summer he becomes 10 years old, or is promoted in the public school to grade V. When Sunday School reopens in September, John should enter the next higher Sunday School class, which may be Miss C's, and may include children of 10, 11, and 12 years.

If Mary, however, being ten, or in grade V, is under Miss C in Sunday School, she is not promoted to Miss D's class the following year, but stays with Miss C until she is 13, or in grade VII. In other words, the only pupils to be promoted in any particular year are those who cross the age or grade line of their group into the age or grade of the next higher group.

In practice, this means that Miss B will always have in her group all the 7, 8, and 9-year-olds (or grades II, III, and IV) and Miss C will always have children of the next three ages or grades. Not every child will be promoted every year.

CHAPTER IV

The Cycle Plan as a Solution

If the number of ages or grades assigned to any one teacher depends upon the number of teachers available for the whole school, it is evident that a number of different types of teaching organization will be necessary. Can these be so arranged as to form a well-understood system, generally applicable and easy to manage? It is our belief that such a system is possible and not difficult of comprehension, that it will add greatly to the efficiency, the unification, and the progress of all Sunday School work. The key to this system lies in what we call the cycle plan of organization.

Let us call any group of ages or grades permanently assigned to one teacher a cycle. This means that if Miss B has ages 7, 8, and 9, she keeps to this same age series. She teaches a three-year cycle over and over. If Miss C has only ages 10 and 11, and teaches over and over again within this range, she has a two-year cycle. Miss B teaches three subjects in succession—one each year—and then goes back to repeat. Miss C teaches two subjects in succession, one each year, and then goes back. We may illustrate this as follows:

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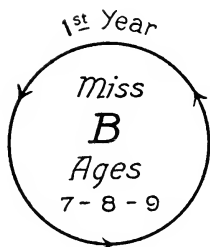


Figure 3

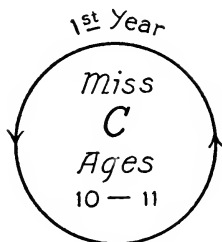


Figure 4

A. The Three-Year Cycle

It is generally felt that the largest number of years that can be included in one group, without serious detriment to at least some pupils in the group, is three years. Imagine, for instance, a group of children varying in age through the space of five different age years. Supposing the group contained children of 10, 11, 12, 13, and 14 years, what kind of a course shall the teacher be set to teach? Evidently, whatever be chosen and whatever method of teaching be applied, there will be a misfit at one end of the line or the other; either the 10-year-old will be favored in the presentation, in which case the 14-year-old will certainly not receive his due, educationally speaking; or the presentation will be in accord with the age of 13-14 and the 10-year-olds will suffer correspondingly. Many feel that an easy solution can be had by advising the teacher to strike an average and teach the 12-year-olds, but this in effect is to injure both the 10-year-olds and the 14-year-olds from the pedagogical point of view. It is plain that we cannot wisely handle so many years at once. What is the limit

The Cycle Plan as a Solution

in this respect? A year by itself is the ideal, as we have stated above. The necessity of the school turns us back from this ideal. How far shall we, under ordinary circumstances, allow ourselves to diverge from this? Surely not further than to put three years in a group. Even this is far from satisfactory, yet it is within the limits of most small school capacities.

The three-year-cycle plan means, then, that Teacher B will teach in 1917 a certain course which we may call Course I. In 1918 Teacher B will teach Course II, in 1919 Teacher B will teach Course III, in 1920 the return will be made to Course I, and this round will be kept up. Meantime there come into the group, taught by Teacher B, at the beginning of every year, the 7-year-olds promoted from a lower cycle. At the close of each year Teacher B will promote from her group the 9-year-olds to the succeeding cycle. This means that Teacher B will perhaps always have in the group 7-year-olds, 8-year-olds, and 9-year-olds, no matter whether the subject taught may happen to be Course I, or Course II, or Course III.

It is a just criticism upon the Three-Year Cycle that if Course III is good for 9-year-olds it can hardly be good for 7-year-olds, and that if Course I is good for 7-year-olds, conversely it is less valuable for 9-year-olds. This we must admit. It is part of the misfortune of a school which by reason of circumstances has so few teachers as to make the three-year-cycle imperative. Some adjustment can be gained by the modification described on pp. 20-22, but this is not a complete remedy. Unquestionably, it is worth all our effort to avoid the three-year cycle in favor of a shorter cycle if possible.

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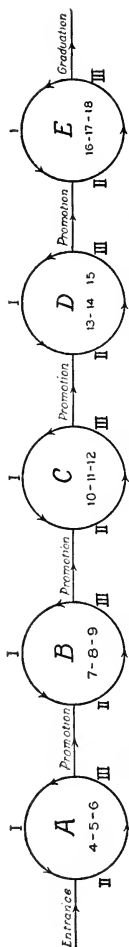


Figure 5—Illustration of the Standard Three-Year-Cycle Plan.

Yet it is not always possible, and we must face conditions as they are. The fact is that there are hundreds, if not thousands, of schools throughout the Church which seem unable to secure more than four or five teachers.

If, now, our small school runs on the three-year-cycle plan, with pupils from 4 to 18 years of age, it may be represented as in Figure 5.

We may call this the Standard Plan for a Three-Year-Cycle School. It means that the school is a "five-teacher" school. The number of pupils in it is not a matter of importance, so far as the classification or operation of the school goes. If there were but three pupils to a teacher the whole school would number fifteen, obviously, but if each teacher averaged ten pupils the school could carry fifty pupils under this organization.

There is little question as to what constitutes the most important improvement for a small school. It is the addition of another teacher to the staff. Every time a teacher is added, the age groups, by the use of this one more teacher, are shortened, and therefore made more advantageous to the pupils contained in each of them. One new teacher may in this way

The Cycle Plan as a Solution

work a benefit not merely to the class put in charge of that teacher but to the classes above and below. Superintendents of small schools would do well to remember how greatly their care in discovering or creating new teachers will be rewarded in these ways.

B. The Two-Year Cycle

Realizing, then, the disadvantages of the three-year cycle and supposing that teachers are more plentiful, let us organize our school on the two-year-cycle plan, in which Teacher *a* will be assigned to children of 4 and 5, Teacher *b* to those of 6 and 7, Teacher *c* to 8 and 9, and so on. In this arrangement the cycle will include but two courses; that is, Teacher *a* will teach in 1917 Course I, and in 1918 Course II. The pupil will spend but two years, therefore, in Teacher *a*'s class, going on at the end of that time to the class of Teacher *b*, who has in one year Course III, and in another year Course IV. This two-year-cycle plan is far more advantageous from the pedagogical point of view. It is true that the sequence of any two courses may be reversed for those pupils who enter as the second year is begun, but, on the whole, the loss occasioned by teaching two different extremes of age is much less than in the Three-Year Cycle. In this case our school will appear as in Figure 6.

Promotions will take place every two years, and we may, perhaps, hold our pupils up to nineteen years. This will be a Standard Two-Year-Cycle School of the "eight-teacher" type. The capacity of the two-year-cycle school would run from sixteen pupils up to eighty or ninety (or even a hundred) pupils. Any improvement

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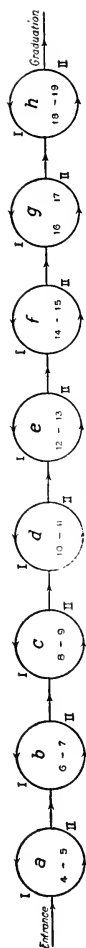


Figure 6—Illustration of the Standard Two-Year-Cycle Plan.

beyond the two-year-cycle would be toward the fully graded school (which might typically be called the One-Year-Cycle School).

Describing the Standard Types

We have now established two standard or normal types of small Sunday Schools, the three-year-cycle type with five teachers, and the two-year-cycle type with eight teachers. Let us describe these schools by using capital letters for the three-year cycle and small letters for the two-year cycle. Then A, B, C, D, E will represent the five-teacher three-year cycle school, and a, b, c, d, e, f, g, h, the eight-teacher two-year-cycle school. Hereafter in this discussion these standard schools, and the teachers in them, will always be described by the corresponding letters, capital or small.

Mixing the Types in the Same School

We have said above that the shorter the cycle the better the adjustment of the teaching to the pupil. Supposing, then, that the superintendent of an A, B, C, D, E school, anxious for efficiency, is able to discover or train one or two additional teachers, but not enough to change his school to the full two-year-cycle plan (which would mean at least three more),

The Cycle Plan as a Solution

can he secure any of the advantages of the two-year plan? Certainly he can. A mixture of types in the same school is entirely possible, and easy to arrange. It is evident that any two-year cycles may be resolved into three two-year cycles by the addition of one more teacher. Consider, for instance, cycles C (ages 10, 11, 12) and D (ages 13, 14, 15)—

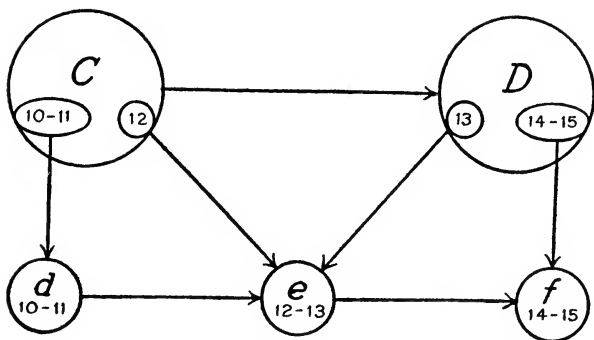


Figure 7—Illustration of Resolving Cycles.

Teacher C becomes *d*, by keeping only the 10- and 11-year-olds. Teacher D likewise becomes *f*, by keeping the 14- and 15-year-olds. The new teacher, *e*, takes the 12-year-olds from C and the 13-year-olds from D and forms the new two-year cycle.

The rest of the school proceeds as before on the three-year-cycle plan. This results in a school of *mixed type*, not so easy to define in words, but perfectly and clearly discernible in the formula A, B, *d*, *e*, *f*, E. This type, with six teachers, is a very satisfactory and prac-

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tical way of handling a group of 45 up to 65 or even 70 pupils.

It is easy to see that indefinite variations of this sort may be made to fit the convenience of the various schools, and yet, so long as the age limits and cycle structure are preserved, the standard of organization in the school could easily be understood and its formula interpreted with a moment's notice. It would be perfectly possible to catalogue, by means of the formula, hundreds of small schools according to their types, and to see at a glance which type was the more frequent, or which schools were run on exactly the same type.

CHAPTER V

The Teaching Material

A. Different Standards Possible

So far nothing has been said as to the subjects which are to be taught in the school. It is entirely possible to standardize these, just as we have standardized the types. It is only necessary to decide what subjects shall be assigned to the different ages or grades. Such a judgment can be made, if desired, by the educational authorities of a province, or a diocese, or even an arch-deaconry. Then every cycle uses the material assigned to the ages or grades included in that cycle.

B. Christian Nurture Series Recommended

The writer believes that the courses of the new *Christian Nurture Series* should be chosen as the best lesson system. This system is probably the most effective at present obtainable. It makes a definite demand upon the teacher, but it also interests both teacher and pupil. Especial attention is given in Chapter VI to the preparation of the teacher to use the Christian Nurture Courses. This material would run as follows:

Organizing the Smaller Sunday School

THREE-YEAR CYCLE		NURTURE COURSES		TWO-YEAR CYCLE	
Grade					
Cycle A	{ K 1	1.	Fatherhood of God (Part I)...	4	Cycle <i>a</i>
	{ K 2	2.	Fatherhood of God (Part II) ..	5	
Cycle B	{ 1	3.	Trust in God.....	6	Cycle <i>b</i>
	{ 2	4.	Obedience to God.....	7	
	{ 3	5.	God with Man.....	8	
Cycle C	{ 4	6.	God's Great Family.....	9	Cycle <i>c</i>
	{ 5	7.	The Christian Seasons.....	10	
	{ 6	8.	Church Worship & Membership	11	
Cycle D	{ 7	9.	Life of Our Lord.....	12	Cycle <i>d</i>
	{ 8	10.	The Long Life of the Church..	13	
	{ H 1	11.	Spread of the Church's Message	14	
Cycle E	{ H 2	12.	(An Outline Study of the Bible)	15	Cycle <i>e</i>
	{ H 3	13.	(Christian Doctrine)	16	
	{ H 4	14.	(Life Problems)	17	
	{	15.	(To be prepared).....	18	Cycle <i>f</i>
	{	16.	(To be prepared).....	19	

From this table it is easy to see which courses each cycle under the two standards is to use. For instance, wherever Cycle C is found, it will be understood that Teacher C is using Nurture Courses 7, 8, and 9 in rotation. If it were desired to designate by formula which particular course was in use by Teacher C at any particular time, it could be indicated by C (I), C (II), or C (III). C (I) would mean the first course of the C Cycle, or No. 7 of the Nurture Series, C (II) would be No. 8, and C (III), No. 9. Or, referring to the two-year-cycle, *d* (I) would mean Course No. 7; and (II), Course No. 8. It is not at all necessary that the cycles as they begin their work should all start with the same relative course. The Roman numeral in the parentheses would make it perfectly clear which courses were in use. For instance, a school described as A (I), B (II), C (III), D (II), E (I) would be understood as using, in the year described, Courses Nos. 1, 5, 9, 11, and 14. Such designations might not be often used, yet in cataloguing the schools of a diocese at the educational headquarters or in ordering material from a supply

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house (supposing the system were universally used) the abbreviation would be much appreciated, and perfect clearness maintained.

C. Modifications in the Christian Nurture Courses for Cycle Use

The teacher in any of the cycles, whether a three- or only two-year cycle, will face from the first the problem of modifying the material given in the Christian Nurture manuals so as to fit cycle conditions. Let us illustrate the situation from Cycle C.

The teacher of Cycle C starts in with Course 7, on the Christian Seasons. This course was originally written for children of Grade V (about ten years of age) but Teacher C has in the class not merely this grade but also Grades VI and VII. The question comes, will the material of Course 7 fit the VI and VII Grade pupils, or must it be modified? Fortunately, for the starting of the plan, this particular course is not a difficult one to use for any of the ages involved. It is chiefly a matter of phraseology which is to be guarded, lest the teacher be talking "down" to the older pupils in the class, or seeming to assume that they are ten instead of twelve years old.

Then comes the second year of the Cycle, when the subject of Worship is in hand. Here again the manual will not require much change. But the teacher will need to remember that the new members (Grade V) of her class cannot be quite so appreciative of worship as the 12-year-olds (Grade VII). The treatment of the Prayer Book must be made a trifle simpler and less detailed. Nor can Teacher C expect quite so compre-

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hensive an understanding of the Old Testament stories which illustrate this course.

The third year of Teacher C's work will bring back the study of the Life of Christ, this time in more detail. This treatment, and the home work expected, will be entirely too advanced for the new children of Grade V unless the teacher is careful to adapt it to these younger ones. This can be done by lessening the amount of notebook work and taking care that the class work is made clear and simple. Of the three courses in the cycle it will be this one which requires the most adaptation.

In the fourth year's work Teacher C returns to Course 7 and in so doing repeats—though in another form—the Life of Christ for both the VI and VII Grades. In one sense this rapid review work will be good for those who went over the details in the previous year. On the other hand it may prove a little less interesting unless the teacher is careful to dwell on new aspects of the story, and especially the feeling which lies behind it. The situation, however, is somewhat relieved by the fact that the first and last thirds of Course 7 use other material.

The modifications required in the other cycles will be handled in the same general way as has been suggested above. There will be no difficulty at all in Cycle A, and very little in Cycle B. In the case of this latter cycle, it may be necessary to make slight adjustments in Course 6, which is to deal chiefly with Missions and the Catechism. This latter subject may be a trifle difficult for children of the II Grade. If this is found to be the case the best way will be to excuse these from the

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harder part of the work, making a point to require of them what has been omitted when a year and two years later they cover the ground again in Courses 4 and 5.

In Cycle D the adjustment required will be chiefly in the third year, when it will be necessary to carry pupils of Grade VIII through an outline Course on the Old and New Testaments. This may be accomplished, however, by tempering the questions and requirements to the pupils of that age, putting the brunt of the work, especially in the more abstract ideas, upon the older pupils. Those in Grade VIII should be able to handle the biographical and historical sides of the course without difficulty.

The greater part of the modifications needed, therefore, are those which arise in the course of the third year of the different cycles. By that time, however, the skill and experience of any teacher who has been over the previous courses will probably be equal to the demand thus created.

CHAPTER VI

Training the Teacher in a Small School

A. The Greater Need

The need for a teacher to be well prepared is greater in small school work than in a large school. The larger school will hold its own by reason of its numbers, while the smaller school needs the encouragement of especial interest. The large school covers a field in which capable teachers are more easily found, while the small school is under the necessity of creating teachers. The trained teacher can be a very large factor in the success and upbuilding of the small school, and through this service make an important contribution to the parish.

B. Who Shall Do the Training

Generally the rector, missionary, or minister-in-charge of the small parish must take the lead as trainer. At least upon him must fall the responsibility for urging such training. This work indeed is more worth his time and attention than almost any other, and he can well afford, in view of the future, to take the time necessary for it. This time will probably amount to about two or three hours a week. Doubtless there are some men in the more mature ranks of the ministry who feel

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that they have never been taught in their ministerial preparation how to do such work. There are others who for one reason or another feel unfitted for it. Yet even for such the task is not an impossible one. There are books sufficient and inexpensive to point the way, and more direct guidance may be had by means of the correspondence courses of the General Board of Religious Education (address 289 Fourth avenue, New York City).

It may prove possible, however, for the teacher herself (or himself) to carry on the needed training. Teachers should not hesitate to attempt the task. Suggestions and advice are always to be had by writing to the General Board, and study by correspondence is always possible.

C. The Subjects for Training

The most important qualities for teacher-training in the small school are concreteness and simplicity. Direct application to the work in hand, rather than learned treatises, is the main object.

The first principle to be observed is that each teacher should receive training with the cycle in view which this teacher is to lead. This means that, for the most part, each teacher must be trained individually. In a small school this plan is entirely possible, where in a large school it might not prove so easy.

There are certain features of the material to be taught (and we are assuming this material to be that of the *Christian Nurture Series*) which every teacher will need to understand; for instance—

1. The Five-Fold Aim embodied in the series.

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2. The plan of securing parental coöperation.

3. The idea of training the child in Christian Giving.

These matters should be taken up with all the teachers at once, before the courses begin. Each teacher should receive the material of the course assigned in sufficient time so that she (or he) will be able to read the course entirely through before beginning to teach. As these courses start in September, it would be well to place the material in the teacher's hands in the summer time.

Let us, therefore, survey the items necessary for teachers of the different cycles, whether of the three-year or two-year plan. The subjects for training will be of two sorts, one pedagogical and the other concerning the subject matter. In the following lists the pedagogical subjects have been starred. Detailed direction illustrating, in the cases of Teachers B, D, b, and d, just how the training should be carried out, will be found in Chapter XIII.

1. THE THREE-YEAR-CYCLE TEACHERS

Teacher A (who must deal with ages 4, 5, 6, and Courses 1, 2, and 3)

This teacher needs to understand especially—

* The separate aims of Courses 1, 2, and 3.

* "Beginners' " methods and the characteristics of child life from 4 to 7 years of age.

* The art of story-telling.

The Christian Year.

The Biblical material covered by the stories in Courses 1, 2, and 3.

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Teacher B (who must deal with ages 7, 8, 9,
and Courses 4, 5, 6)

This teacher needs to understand especially—

- * The separate aims of Courses 4, 5, and 6.
- * Primary methods, and the characteristics of child life from 7 to 10 years of age.
- * Story-telling.
The Christian Year.
The Church Catechism.
The Biblical material involved in Courses 4, 5, and 6.
(See detailed illustration in Chapter XIII.)

Teacher C (who must deal with ages 10, 11, 12,
and Courses 7, 8, and 9)

This teacher needs to understand especially—

- * The separate aims of Courses 7, 8, and 9.
- * Junior methods, and characteristics of child life from 10 to 13 years of age.
The Christian Year.
The Church Catechism.
The Prayer Book.
Old Testament History.
The Life of Christ.

Teacher D (who must deal with ages 13, 14, and
15, and Courses 10, 11, and 12)

This teacher needs to understand especially—

- * The separate aims of Courses 10, 11, and 12.
- * Early adolescent methods and characteristics.
The Book of the Acts.
Church History.
Missions.
Biblical History and Literature.
(See detailed illustration in Chapter XIII.)

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Teacher E (who must deal with ages 16, 17, and 18, and Courses 13, 14, and X)

This teacher needs especially to understand—

- * The separate aims of Courses 13, 14, and X.

- * Senior methods and characteristics.

Christian doctrine and modern thought.

Social Service.

2. THE TWO-YEAR-CYCLE TEACHERS

Teacher a (who must deal with ages 4 and 5, and Courses 1, 2)

This teacher needs training in—

- * The separate aims of Courses 1 and 2.

- * Methods for and characteristics of “beginners”.

- * The art of story-telling.

The Christian Year.

The Biblical material covered in Courses 1 and 2.

Teacher b (who must deal with ages 6 and 7, and Courses 3, 4)

This teacher needs training in—

- * The separate aims of Courses 3 and 4.

- * Primary methods and characteristics.

- * The art of story-telling.

The Christian Year.

The Biblical material covered in Courses 3 and 4.

(See detailed illustration in Chapter XIII.)

Teacher c (who must deal with ages 8 and 9, and Courses 5, 6)

This teacher needs training in—

- * The separate aims of Courses 5 and 6.

- * Primary methods and characteristics.

- * The art of story-telling.

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The Catechism.

The Biblical material covered in Course 5.

Missions.

Teacher d (who must deal with ages 10 and 11,
and Courses 7 and 8)

This teacher needs training in—

* The separate aims of Courses 7 and 8.

* Junior methods and characteristics.

The Christian Year.

The Prayer Book.

The Life of Christ.

Old Testament History.

(See detailed illustration in Chapter XIII.)

Teacher e (who must deal with ages 12 and 13,
and Courses 9 and 10)

This teacher needs training in—

* The separate aims of Courses 9 and 10.

* Early senior methods and characteristics.

The Life of Christ.

The Books of the Acts.

Church History.

Teacher f (who must deal with ages 14 and 15,
and Courses 11 and 12)

This teacher needs training in—

* The separate aims of Courses 11 and 12.

* Adolescent methods and characteristics.

Church History.

Missions.

Biblical History and Literature.

Teacher g (who must deal with ages 16 and 17,
and Courses 13 and 14)

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This teacher needs training in—

- * The separate aims of Courses 13 and 14.
- * Adolescent methods and characteristics.
Christian doctrine and modern thought.
Social Service.

Teacher h (who must deal with ages 18 and 19,
and Courses X and Y)

This teacher needs training in—

- * The separate aims of Courses X and Y.
- * Later adolescent methods and characteristics.
The subject matter of Courses X and Y.

3. TEACHERS OF MODIFIED CYCLES

It can easily be seen from the foregoing lists how adjustments can be made for teachers of abnormal cycles, or cases where the standard has been set back. Such adjustments must be mostly in the line of the subject matter.

D. The Method in Training

1. We have already said that for the most part teachers for small school work should be trained individually. This means each cycle by itself. In any case where two cycles cover the same group of ages, as for instance where the sexes are separated, the teachers of similar cycles may of course be taught together. The principle is to deal separately with cycle-teachers, or with the same cycle-group of teachers.

2. It would be impossible to do this every week for every teacher. The better method is to try to meet each teacher (or cycle-group) *once a month*. If there are five teachers this can be easily done with little more

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than one appointment per week. If there are more than five, as in a two-year-cycle plan, it may not be possible to get round the teaching corps so often, unless two meetings per week can be arranged. The trainer must make the best adjustment possible under his circumstances.

3. As there are two distinct branches of training, the pedagogical study (starred) and the subject matter, the wisest plan is to divide the meeting time between the two, giving a third of the period to pedagogical training, and two thirds to the subject matter.

Thus, if the conference with the teacher lasts for an hour and a half, the first half hour may be devoted to pedagogy, and then an hour to subject matter.

To explain the separate aim (and method) of any particular course is not a lengthy matter. It may easily be completed in the first one or two conferences—and the time for pedagogy at the succeeding conferences devoted to the particular elements of method and child-study needed by any teacher. This part of the training may be so mapped out as to cover the three years or the two years of the cycle as the case may be. This allows time for some thoroughness. The best plan is, probably, to assign appropriate readings from some good text-book, for instance Weigle's *The Pupil and the Teacher*, and then during the conference apply the principles explained in the assignment to the particular class work of this teacher.

The different elements of subject matter will not all be required at once. Each year at least one will be needed and this may be discussed at the conferences during that year, during the last two-thirds of the

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period. There are two different ways of taking up this subject matter:

- a) The simpler method is to take the topics needed for the next four, five, or six lessons (depending on the length of the interval before this teacher will be met again) and make sure that they are well understood, analyzed, and correlated. This can be done, on the basis of the schedule of correlations furnished with each of the Christian Nurture Courses. Additional reading may be recommended and explanation of difficult points furnished.
- b) The other method is to attack the subject of the year's lessons as a whole, without reference to the individual lessons or the schedule, and develop a general intelligence on the whole subject. For this purpose the use of the Correspondence Outlines of the General Board of Religious Education will prove useful, and the trainer may, if desired, take the course with the Board's instructor in advance of his work with the teacher. Here again outside reading will be very useful to the teacher if it can be accomplished.

E. The Length of the Training

It will be seen that on this system a teacher who has once gone through any of the cycles under training should be able to continue on the second round of that cycle with much less assistance from the trainer, or even without any. This, then, is an incentive for both teacher and trainer to put in three years, or two years,

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as the case may be, of thorough training work, in the reasonable expectation that the course of training with that teacher, once completed, will not require to be gone over again.

F. A Book List Suitable for Use with the Several Cycles For General Training—

Weigle: *The Pupil and the Teacher*. Doran, 60c.

Gardner: *The Children's Challenge*. Young Churchman Co., 40c (paper); 75c (cloth).

The Making of Modern Crusaders. Board of Missions. N. Y., 25c.

Kent: *Historical Bible*. Scribner. First 4 vols., paper, 75c each; cloth, \$1.25 each.

Gates: *The Life of Jesus—Teacher's Manual*. Univ. of Chicago Press, 75c.

For Cycles A and B, or Cycles *a, b, c*—

Danielson: *Lessons for Teachers of Beginners*. Pilgrim Press, 70c.

St. John: *Stories and Story-Telling*. Pilgrim Press, 60c.

Hartford: *God's Little Children*. N. Y. S. S. Com., 75c.

The Children's Charter (Church Catechism). Nat'l Society's Depository, 60c.

For Cycles C and D, or Cycles *d, e, f*—

Alexander: *The "Teen" Age*. Assoc. Press, 50c.

Richardson & Loomis: *The Boy Scout Movement, applied by the Church*. Scribner, \$1.50.

Moxcey: *Girlhood and Character*. Abingdon Press, \$1.50.

Gwynne: *The Christian Year*. Longmans, Green, & Co., 75c.

Longman: *The Church's Book of Days* (Prayer Book). National Society's Depository, 50c.

From Baptism to Holy Communion. National Society's Depository, 80c.

Stokoe: *Manual of the Four Gospels*. Oxford, \$1.00.

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Stokoe: *Manual of Acts of Apostles*. Oxford, \$1.00.

Cutts: *Turning Points in General Church History*.

S. P. C. K., London. U. S. A., E. S. Gorham, \$1.40.

Lane: *Illustrated Notes on English Church History*.

2 vols. S. P. C. K., London. U. S. A., Edwin S. Gorham, 80c.

Hodges: *Episcopal Church in America*. 50c.

Creegan: *Great Missionaries of the Church*. Crowell, 75c.

Creegan: *Pioneer Missionaries of the Church*. Amer. Tract Society, 50c.

For Cycle E, or Cycles *g* and *h*—

Hazard, Fowler: *The Books of the Bible*. Pilgrim Press, 50c.

Fowler: *Religion of the Old Testament*. Univ. of Chicago Press, \$1.00.

Clarke: *Outlines of Theology*. Scribner, \$2.50.

What is Social Service?

Social Service Program for the Parish (both published by the Joint Commission on Social Service).

The above list might be secured and used as a Teacher Training Library. Not all of the books would need purchasing at the outset. They could be bought gradually as the courses for which they were needed came around in the cycles. The list, of course, is not exhaustive, but offers something, at least, which would be helpful for all of the Christian Nurture Courses now in print.

CHAPTER VII

Officers and their Duties

The small school does not need many officers, but it does need good ones. Traditionally the officers of a Sunday School, like those of a church, have been men. There may be good reason in many cases to break this tradition. Women are becoming more and more prominent in educational positions, and women as superintendents of schools are not out of place. Taking the Church as a whole, there are probably many of them occupying this position and some have been notably successful. This is said without any desire to substitute women for men where the latter are capable and available, but merely to indicate that there is a second way out if suitable men are not at hand.

The officers needed in a small school are usually a superintendent, and a secretary-treasurer. Let us indicate a few of the duties of each with especial reference to the needs of this kind of a school.

A. The Superintendent

The responsibility for the general welfare of the school must always fall to the superintendent. Its healthy progress, and many of the minor matters making it attractive or the opposite, will in the end be part

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of his burden no matter how much he may be helped by teachers and others. The following heads are at least a few of the details which ought to be cared for by him and in which he may show his competence.

1. First, then, theories. He should know something of child life; his love for children should be the source of insight into their ways and should lead him to thought and study concerning the best educational methods and material. Even if he cannot indulge in a private library of Religious Pedagogy he should know by thorough reading a few of the best books and should keep in touch with the educational headquarters of his diocese. Some attention to the Church press will bring to his notice the more progressive things concerning education in religion.

2. To balance theory there should be the cultivation of his capacity to deal with individuals, children and teachers, but primarily teachers. Appreciation, patience, and helpfulness, both in securing and in guiding the teaching force, are of great importance. The determination to consult with them frequently, and to confer over both their problems and his, is of great value. Many a superintendent loses in the end by acting on his own impulses or becoming agitated over his own impressions without due inquiry and knowledge of the circumstances gained from consultation with teachers. These consultations should be not only individual but the superintendent and the teaching group as a whole should corporately consider the welfare of the school at stated periods during the year. Discouraged teachers are a drag upon the school, destroying its vitality and interest. The superintendent should be on

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the outlook to encourage, assist, and aid the teacher whose zeal is overborne by difficulties.

3. The third sphere of important function is the leading of the school. Many of the qualities to which we shall refer in a succeeding chapter as making the school attractive are dependent upon the conduct of the superintendent during the session of the school. His good spirit and enthusiasm, or the lack of them, are reflected in both teacher and pupil. Discipline and order grow out of his careful planning, or disappear through his carelessness. The reverence of the school depends upon his own faith in worship, and his acuteness in adjusting the elements of worship to the comprehension and interests of the pupils. Such mundane things as seating, good light, and good air are not too small for him to observe week by week. Personal interest in the smallest child is not too great an expenditure. The conditions of the school session need thoughtful watching. Much can be learned as to teaching ability and teachers' needs by quietly observing from a little distance what happens while the lesson is going on. In all these ways the superintendent should be ingenious, unafraid of experiment, kindly in criticism, and always striving to bear the burdens of the teacher, if possible, as his own.

4. The relation of the school to the Church is something which demands that the superintendent be constantly conscious of it. He is not engaged in a separate and unrelated task, but is making Churchmen and Churchwomen for the future, or else marring them. There must be in his own attitude a sense of the intimate connection between the facts of religion and ex-

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pressing them in worship and service. Confirmation may be a mile-post but it is not a goal. Efficiency of youth in the life of the Church and attachment to the parish through many years must be part of the product of his labors with the child.

5. It is not all on Sundays. Week-days require at least some of the superintendent's thought and attention in behalf of the school. There is the looking through of records and studying of causes of defection, absenteeism, and the like, the making possible of new advances and ventures, the planning for next Sunday's session, so as to avoid all possible clogging of details in the short hour given to the school. Not least of all is the quiet influence which can be exercised upon home and parents by the occasional word spoken on the street, in the shop, the brief visit at the gate, or some other chance of discussing with those most interested the things that will better the situation. The health and economic welfare of his pupils are also matters of concern for the good superintendent. He can find for them places in business as well as in the Bible and he does not forget those who are sick or away.

B. The Secretary-Treasurer

1. The faithful coadjutor of the superintendent is the capable secretary. His is not a mere devotion to the record book and to accounts. Records are of great value, but still more valuable is the consideration of what those records mean in terms of life. There are many sides of Sunday School life which are worth studying by means of statistics, and statistics are not meant to be shut away in a book and a desk. Charts

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upon school walls, items in the parish paper, devices of various sorts to interest the child, all these are worth attention.

2. The recording of marks, monthly or quarterly reports to parents of the scholarship and attendance of pupils, are very much worth while. Teachers need his help in keeping their records clear. A simple form of scholarship marking is not difficult. 1, 2, and 3, or the decimal system up to 100, prove the easy basis of calculation at the end of the month or quarter. If the school is really trying to be a school the record of scholarship is quite as important as the record of attendance.

3. In small schools the reception and installation of new pupils should fall to the lot of the secretary, unless it can be attended to by the superintendent. Some care must be exercised, especially in a cycle school. The public school grade is of great importance and should be accurately recorded, or its equivalent if the child is not in public school. The secretary should understand thoroughly the cycle system of the school, and be ready to place the child whatever his grade, or consider exceptions in case such demand attention.

4. To the secretary's care will probably fall the securing of supplies for the school. He must know, therefore, with accuracy what will be needed. He must watch ahead for shortages of stock and keep careful memoranda of purchases, showing date and cost.

5. In a cycle school it is especially important that promotions and transfers from cycle to cycle be carefully and accurately made and also recorded. The Commencement Sunday of the school at the end of the term will help to make such matters definite, but the begin-

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ning of each year's work will require a review of classes, individual ages and grades, and determination as to which pupils shall be promoted.

6. Beside this there is the care of the treasury, which is no small task even if the amount of money be not great. In the Class Treasury System the book-keeping must be by classes, and as treasurer the secretary will have to be ready to dispense funds frequently on the signed order of the class teacher. All this detail which inevitably must be somewhat burdensome is lightened by the thought that it is part of the education of the future Churchmen and Churchwomen in generous giving and is therefore worth while even with its burdens. The secretary should aim to attend all corporate meetings of superintendent and teachers, and summaries of the work in his department will be of great help to the discussions.

CHAPTER VIII

Changing to the New Plan

The first step is consultation with the teachers. The superintendent should take pains to explain carefully, and without haste, the advantages of the standard plan, and the arrangement of the several cycles. Uncertainty and vagueness are great dampeners of enthusiasm among teachers. Human nature likes the old ways better, and the average person is averse to changes not clearly advantageous. Be sure to illustrate the matter fully, with an exhibit of at least some of the material. Do not hurry the new plan into the school until you have the cordial backing of at least a majority of the teachers. Approach them from the point of view of what is best for the child, not what is easiest for the teacher. The good of the child is, in the end, the good of the parish and of the Church. Many plans succeed by being ventured as an experiment. This one can be presented as an experiment well worth trying. True, its results will not be fully evident for several years, yet one can afford that much patience for a great good.

The second step, once the interest and backing of the teachers is assured, is to secure a correct list of pupils with ages, and, more important still, school grades attached to their names. The public school grades will

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be the basis for making up the cycle groups. Actual ages can usually be disregarded, except in cases where pupils physically well-developed toward adolescence are mentally backward or even deficient. Economic conditions in the household may also occasionally hold a child back in the public school grades. In exceptional cases of this sort it is best in the Sunday School to make some allowances in the direction of keeping the pupil in that age-group with which he is normally associated outside the school. Especially at the turn of adolescence regard must be had to these exceptions. There are factors in religious development, affected by physical changes, which are more significant and important in the Church than in the public school, and are sufficient reason for making a difference between the grading assigned a child between the public and the Sunday School.

The division previously pointed out, in the explanation of the cycle plan, will show how the new groups are to be formed. When ages and grades have been accordingly sorted, the size of classes must be considered, and the assignments of various teachers to particular cycles arranged.

Meantime, announcement should be made to parents that a reorganization is to take place which will be greatly to the educational advantage of the children. The children, too, should hear of it from the superintendent in an authoritative way, not as something about which they are consulted, but as a matter for the ultimate benefit of the school as a whole, with which they will be expected to accord, for that reason, even though it entail upon certain ones a personal sacrifice

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in the giving up of teachers or of class companions. Children are apt to regard such changes as in some sense personally aimed at them. They resent the necessary separations, threaten defection, raise objections of all kinds. Sometimes they succeed in enlisting the parents on their side. But usually a patient explanation to the parents from some one in authority, and an appeal to stand by the reorganization because of its ultimate benefit to all concerned, will win the day. The children should be kindly but firmly told that the welfare of the whole school is a matter for the authorities of the school to determine. Nothing is worse for the morale of the school than to have a pupil believe that he can force consideration of his personal likes and dislikes by a threat of departure. In ninety-nine cases out of a hundred such threats are never carried out, and need cause no alarm to either teacher or officers.

As a third step the secretary should prepare new lists, class books, etc., and make sure that needed supplies and literature are on hand. The teachers should each be provided with a correct list of the new class group.

Finally a certain Sunday should be set in advance for the beginning of the new order of things. On the Sunday previous to this date the pupils will be told to which of the new class groups they are to be assigned. Then on the Sunday set each teacher will collect the new group and proceed to work.

Naturally, all this is more easily accomplished at the beginning of a new year of the school. Yet it is not imperative that the change should be delayed to such a date.

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The question is often asked, with which of the courses belonging to any one cycle should a teacher begin in starting the new plan. The answer is, it makes very little difference. As the need of modifications, however, as shown in a succeeding chapter, is least in the first course of each cycle it is probably advisable, other things being equal, to start the cycles with the first course named in each case.

CHAPTER IX

Financing the Small School

One of the very real and considerable difficulties in the small school is to get adequate financial support. The following suggestions may be found helpful in securing enough money to make the school effective.

1. Make much of the importance of the school to the parish or mission and to the Church. We constantly undervalue the work which is done for the coming generation, even in our own minds. And undervaluation inevitably expresses itself in the withholding of funds. The attitude of a parish or mission toward its school should be one of pride. The school is one of the best means of promoting growth. Everyone should be interested in it, and concerned to have it of the best. But this state of mind in the parishioner must be produced by a similar attitude on the part of the parochial authorities, minister, superintendent, teachers, etc. The vestry should be made to feel that the welfare of the school is of the greatest importance. They themselves as leaders in the parish are responsible for their attitude toward the school, and for service in the school. The writer knows of a school where this attitude on the part of the rector has resulted in securing every member of the vestry as a teacher in the school. With this sense

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of responsibility felt by the vestry or mission committee, it will not be difficult to get their financial backing for the school.

2. Small schools, like large ones, are frequently led to depend upon the offerings of the pupils themselves for the running expenses of the school. It is entirely reasonable that each child should—as his elders do, and as it is desirable to train him to do—give something for the support of the school, but it is not fair to put the whole expense of the school on the pupils. In the first place this plan does not stimulate giving. And the child in any school, especially in the small school, needs to be taught to give generously. Giving is stimulated in several ways: a) by interesting the pupil in what he is giving to; b) by presenting several objects for his gifts and leaving to him—by vote in the class group—the choice among them, or the distribution among them of what he gives; c) by a definite system of giving, such as an envelope or a pledge. Many schools have doubled their offering by a system of this sort.

The principle is this: *Some*, at least, of the money given by a child should be used in a way that will stimulate his giving, and not merely spent at the dictation of others for some object which is part of the *obligation* of the school or the parish. The system of the *Christian Nurture Series* in finance (called the Class Treasury System and described in the manuals) is based upon this principle, and has been proved over and over again to bring results. Obligations of the school or parish may wisely be presented to pupils as among the things to which they should give. But to collect the pupils' money and use it solely for such purposes without

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knowledge or choice on his part is to train him to the lowest level of giving.

3. Families whose children are trained in the school are not insensible to the benefit which a good school confers. They can be brought by tactful representations of the need of the school to give it extra support on the same principle that many parents pay for a child's education in a private school because of special advantages. Some schools are able to collect thus from the family the cost of each child's lesson book or materials, a fixed sum per annum. Others secure a special subscription from parents, according to their means, and the number of children they have in the school. Or again parents will help in the raising of some special fund for the equipment of the school. The principle at bottom is that the parents recognize the effort the parish is making, and the individual teachers are making (all of which benefits them as parents), and are willing therefore to coöperate in the matter of expenses. In order to insure this parental attitude, however, there must be really good and valuable work done by the school and its teachers.

4. Every parish or mission treasury should make some appropriation, no matter how small, which recognizes the corporate responsibility of the parish or the Church for the education of the youth. The Sunday School is no longer a charity done to certain poor children, as in the days of Raikes. It is the process which the whole Church has selected as suitable for all its children, for the making and securing the Church of the future, and for producing efficient citizens in the Kingdom of God. It is just as much an accepted and

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required activity of the parish as education is of the state or the community. It is as much an obligation on the parish treasury as providing a minister or a choir.

5. Special equipment may often be solicited as a gift from sources outside the usual givers, whether children or parents or parish. Large neighboring schools can sometimes be asked for particular things, such as furnishings, maps, etc., which they could bestow as a special gift possibly at Christmas time. Diocesan boards of education might see their way to securing special donations of this sort for needy schools or strategic situations. The Church Periodical Club has been exceedingly helpful sometimes under such situations. An appeal to the Bishop might not be in vain, if made as an exceptional matter. All these means may be used to lighten the general expense when sufficient reason exists, and when the welfare of the school is at stake.

6. *Wise economies* are always possible. Among such we might mention:

- a) Purchasing material which shall be more or less permanent. Teachers' material, for instance, can be returned to the Sunday School, when a year's course is over, and be kept for the next use of that course. It need not become the private property of the teacher.
- b) Selecting such material as will equip the teacher well, even if the pupil has to be slighted. In the *Christian Nurture Series*, for instance, the teacher may be given a set of pictures for illustrating the lessons, while it is not imperative

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that every pupil shall have a set. Again the pupil's leaflets and the parents' coöperation sheets are both useful and desirable, but with the coöperation sheets at hand one might for economy's sake in many of the courses dispense with the pupil's leaflet, and depend upon more careful notebook work. Many persons are led to refuse to buy the series because they cannot buy everything in it. The principle is, consider first what is indispensable to the teacher for good work, and let the rest go. Do not reject a course which equips the teacher thoroughly because you cannot do equally well for the pupil. A well-furnished teacher will "by hook or by crook" succeed in passing on to the pupil what is given her or him.

- c) Prevent waste of material. Require good care from pupils for their books, etc. Assert the principle that supplies once furnished must be paid for if lost, before they will be furnished again.
- d) Call upon the teachers for ingenuity in substituting homemade material for those otherwise purchased. This may apply to notebooks, and things which require only duplicating to be made available to pupils. This costs time, of course, but it may enable a school to secure the best of what it does buy.

7. As a measure of what the average school is able to do, it may be noted that somewhat wide enquiry shows that the expenditure per pupil for lesson material

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and general supplies reaches under moderate conditions to about half a dollar for the year. No school ought to aim at a lesser expenditure than this unless it be imperatively necessary.

CHAPTER X

Making the School Attractive

It is not easy for the small school to be attractive, but it is very necessary. And the more outward attractiveness, by force of circumstances, is denied, the harder should be the attempt of superintendent and teachers to make the pleasantness of personality count. In these respects the following points are worth noting.

1. The Spirit of the Leader

The leader must forget the smallness of the school in his effort to give it a large value to each individual. He must take his leadership seriously, as it deserves, and display enthusiasm over the quality of the work done even if the enthusiasm of numbers be denied him. It is his appreciation, more than anything else, which will lend meaning to the task in which teachers and pupils are alike concerned. He must show that he, at least, believes in the greatness and value of that task, and the necessity of doing it well. The group of workers may indeed be small, but he knows, and must make it felt, that they are part of a great army, and responsible for performing to the very best the responsibilities given to them.

He is to be equally undisturbed by the smallness of

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the money factor in the school. He will think of the offerings and the expenses not in totals, but per capita, and his comparisons will be made against the ability of those few and not against the large sums handled by other schools. He will be as careful and business-like over pennies as others are over dollars.

The very smallness of the school will give added value to the exercise of personal interest. He can enter more thoroughly and sympathetically into each teacher's work, and be on more friendly terms with each pupil. But the personalness of it must not relax the promptness and exactitude of execution which thorough work demands. There is no excuse for slipshod methods or lax discipline just because numbers are few. Set hours and definite methods are as important here as anywhere else.

The leader must make the school feel its wholeness, so that it will respond with a loyalty which reaches beyond the class and the individual teacher. The teachers will be made to feel the need of coöperating with each other, and of promoting a corporate welfare. In a small community or group jealousies and personalities are often allowed to grow and be made much of. The leader must show by word and example that these things must be set aside for the sake of the school as a whole.

Especially in the sessions of the school on Sunday must the leader try to exercise his best gifts of heart and will. His bearing must show his joy in the work and his regard for his co-laborers, no matter how young. Each pupil must see a welcome in the leader's face, and hear the note of gladness in his voice. There must be a spirit not so much of stern discipline as of earnest

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persuasion. It is real work the school is at, but the motive is love for the cause.

2. Worship and Singing

The conduct of the general exercises and of worship must combine reverence with enthusiasm. Prayers and Scripture must be chosen with reference to child-life, and used with occasional comment. The reading of them should be slow, distinct, and vital, not rapid, mechanical, and perfunctory. Direct application to the work or season at hand should be sought, and care be taken to select ideas and phraseology within reach of the child's comprehension. Easy and mechanical imitations of the stated services of the Church are inadvisable, though the temptation is to think that the educational value of familiarity with the liturgy atones for a want of direct application. The average superintendent spends too little thought on how his school will worship best and most truly.

The singing is a large factor in creating an attractive atmosphere in the school. Real leadership here is doubly valuable, and the superintendent should step aside for anyone who can do it to better advantage. Cheap and popular tunes are not a necessity, but brisk rhythm, well-marked time, and a reasonable range of notes count, as does a pianist with a little dash and vigor of touch. The Church Hymnal is perfectly possible if proper selections are made. But real thought should be given to the selection of hymns appropriate in wording and sentiment to children.

3. Observing the Festivals

Time and thought should be liberally given to

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making the great Church Festivals, Christmas, Easter, and Whitsunday, full of interest to the Sunday School. A special service, in the church if in any way possible, processions, carols or special hymns, brief addresses suitable to children, illuminated programmes, or suitable cards, or little gifts or flowers, if the funds permit, all these are distinctly enjoyable. Equally much does the child himself, on such occasions, enjoy making an offering to some definite object in which he is naturally interested, and concerning which considerable has been said beforehand in the school. These occasions are times when the clergyman of the parish should exercise his best ingenuity in bringing the season's message to the child from the child's viewpoint, and in language which claims the child's attention.

4. Good Teaching and Lessons

The quality of a teacher's work bears no small part in making any school attractive. Children, after all, are very patient and pliant toward their teachers. But we ought not to presume upon this. An uncertain teacher, an uninteresting lesson, a purely mechanical mental exercise—how shall these things make a child want to bring another with him, or even come himself? Most children like to go to Sunday School if they are met even half way by the quality of the teaching. Every teacher should realize that successful teaching, or the opposite, affects more than the one teacher's class. It gives a reputation at large to the school, attracting or repelling newcomers. Quiet observation of any teacher's class work from a little distance will soon enable a superintendent to measure a teacher's

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potency and success. If Sunday after Sunday various members of the class sit listless, apathetic, gazing about, or whispering together, the danger point is reached. Something must be done, for there is a fault somewhere.

5. Discipline

Almost every child has an innate respect for discipline. More than that, he really likes to be drilled. He never feels discipline, so long as there is real interest. He knows that every game has rules. But he wants a game worth playing. Children secretly despise a school in disorder. And despising it they like to see how much they can add to its confusion. This variation in the game gives them a chance to be leaders.

But no school where there is good work going on ever suffers seriously from want of discipline. The more real interest, the less need of discipline. If the problem of discipline becomes pressing, therefore, the superintendent may be sure there is some radical failure in teaching. He may and should lend his personal influence to preserve discipline, but meanwhile he should be searching beneath the surface for the failure of which the disorder is but an external symptom. In the preservation of order, however, there must be no privileged persons. Ringleaders must be discovered, urged to assist rather than hinder; be given tasks of responsibility if they will accept and discharge them faithfully. If not, there must be warnings, firm but kind, and finally exclusion. One of the best corrections in extreme cases is suspension from attendance at school for a given number of Sundays.

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There are, in effect, two types of school which attract children—one where the work is of such interest that no one thinks of being disorderly, the other where disorder is so constantly permitted that there is a spice of adventure in seeing what new form can be devised, or entertainment in watching someone else devise and execute it. The superintendent may take his choice. Between the two lies the realm of the dead.

6. Consideration of Parents

Every school leader anxious for the best results must try to get the family back of his efforts. He must endeavor to interest the parents in the work of the school, to make them know his interest in their children, his satisfaction in the pupils' progress, or concern over the pupils' want of response. Few parents can resist the appeal of a genuine interest in their children. This is a better line of approach to the home than merely a demand or insistence that the home should support the school.

It should be possible in most small schools to establish a very personal tie between the parent and the school. The list of families not being so very long, it should be the aim of the superintendent to reach a personal touch with each one, and to urge his teachers to do the same. Parents should be informed of and invited to the chief school functions and festivals. They should have periodical reports of the progress made by their children in the school.

7. Parties and Picnics

The superintendent of a small school will not forget that children are constitutionally predisposed toward

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a jolly time. It may be that the winter will not offer opportunity for bringing the school together on a social basis, unless there is a parish house available. But if coming together in one group is out of the question the smaller groups forming classes or cycles in the school might each have at least one or two occasions of merrymaking. Such functions are not all purely of advantage to the child. Many a teacher and officer has been enabled under such auspices to get into real friendship and touch with pupils who before had been merely formally related to him.

But whatever the possibilities of the winter for sociability, no springtime or summer should go by without at least one outdoor occasion in which all the pupils, their parents, and friends can take part, if desired. There should be a committee to assist on such excursions. The older pupils should be called upon to help. Some kind of games or outdoor entertainment should be arranged for, and reasonable hours observed.

8. Making the Assembly Room Attractive

We mention this last because as a rule it is the most difficult of accomplishment, as it requires always money and sometimes rebuilding. Light, good seating, and a few illustrative adornments, pictures and maps, are the most desirable attainments in this direction. Good ventilation is of course primary, but we assume that this can be easily obtained in most cases. A room in which children are to work should at least be cheerful in its general appearance. The eye should be pleased and not insulted. There should be at least a very few really beautiful things of a religious nature to look at,

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and two large wall maps, one of Palestine under the Old Testament, and another under the New Testament divisions, are helpful for class work.

Seating, perhaps, comes next in importance after light. Children, like grown-ups, want to have their feet on the floor—and seats which incline backward and raise the knees are detrimental to study.

It need hardly be said that real cleanliness, and furniture, such as it is, in order, can be produced where all else is bare. And a fresh coat of paint once in a series of years will easily become a source of cheer and inspiration. Let us measure these things by what we would like in our own homes, and then provide them so far as may be possible.

CHAPTER XI

Literature Dealing with the Small School

So few have recognized the real differentiation of the smaller schools as organisms from the larger school that very little has been written with direct bearing on the problem we have attacked. Books which concern themselves with religious education in general, or the principles of teaching or child study, are as useful, of course, in the small as in the large school. But most of the best books on the organization of the Sunday School deal with the large school, or at least the school which has teachers enough to give each grade a class. In the case of such books the officer or teacher of a small school must be constantly asking: How can I apply the *principle* of this plan to my own school? The actual plan probably cannot be reduced to fit, but the principle involved can usually be put into operation. Often it involves merely placing a definite responsibility *upon some one person* instead of organizing some group action, as in the larger school. Consequently, in reading such books the superintendent should not say to himself, as is often said, "This description or this plan fits a big school; there is nothing in it for me?" There is always something in it, but the something needs translating into terms of small school life, equipment,

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and possibilities. Such books therefore should be read with patience and insight, and the constant query: "What would this mean under conditions such as mine?" The best of these books on the large school are probably the following:

Dennen: *The Scientific Management of the Sunday School*. Young Churchman Co. 90c.

Butler: *The Churchman's Manual of Methods in Sunday Schools*. Young Churchman Co. \$1.00.

Smith: *The Sunday School of To-day*. Revell. \$1.25.

Gardner: *The Children's Challenge to the Church*. Young Churchman Co. Paper, 40c; cloth, 75c.

These four books are written by Churchmen.

Athearn: *The Church School*. Pilgrim Press. \$1.00.

This book, though not by a Churchman, nor considering particularly the ways of "this Church", is perhaps the most scientific treatment of school organization, and has abundant bibliographies.

Cope: *The Modern Sunday School in Principle and Practice*. Revell. \$1.00.

Cope: *Efficiency in the Sunday School*. Hodder and Stoughton. \$1.00.

Dr. Cope's position, as for many years the General Secretary of the Religious Education Association, gives especial authority to what he says.

Meyer: *The Graded Sunday School in Principle and Practice*. Eaton and Mains. 75c.

McElfresh: *The Training of Sunday School Teachers and Officers*. Eaton and Mains. 75c.

The following books, however, have been written recently, and with especial reference to the small school.

Literature Dealing with the Small School

Fergusson: *How to Run a Little Sunday School*. Revell. 60c.

McConaughy: *Sunday School Teaching and Management*. American S. S. Union. Cloth, 40c; paper, 25c.

Of these two, Dr. Fergusson's book accepts in principle the idea of cycle organization, but does not explain it in detail. Both are written without especial bearing on work in the Episcopal Church, but both contain excellent practical suggestions.

PART II

Details of the Plan

- CHAPTER XII. Modifications of Standard Cycles for Local Needs.
- XIII. Some Illustrations of Teacher Training.
- XIV. Studying the Small School.
- XV. Possible Lines of Special Experiment.

CHAPTER XII

Modifications of Standard Cycles for Local Needs

Every small school must in certain respects be a law unto itself. The great value of the cycle plan is that the adjustment to local conditions can be very easily made and very clearly indicated without in any way disturbing the general unity of the plan. The purpose of the present chapter is either to answer or to suggest solutions for the questions which will inevitably arise when any superintendent, having been in general pleased with the theory of Part I, begins to think out in detail how this will apply to "my school".

One can distinguish certain modifications which may be almost "expected" and therefore desirable, and others which are more abnormal, and therefore less desirable, although necessary.

A. The more Advisable Modifications

1. Combining Standard Cycles of Different Kinds

We have already discussed this form of school on page 20. It is to be commended as being an approach to the thorough gradation which would be the goal of any school. Cases of this sort are as follows:

- a) Let us suppose that the number of children in

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the A and B cycles shows itself to be increasing rapidly, or to be greatly above the average in those ages. How soon should there be modifications and what should they be? These questions must be answered partly with reference to the housing of the school. If there is a separate primary room and one large enough, Teacher B should be able to handle as many as forty pupils in her cycle. If the housing conditions of the school are inadequate it may be wiser to secure another teacher, to divide the sexes, and to run on the B2 plan. Preferable to this, however, would be the solution of resolving Cycles A and B into three two-year cycles, and put the school on the *a, b, c, C, D, E* plan.

b) In case the number of pupils in Cycles C and D is unusually large, it is worth every effort to develop C and D into *d, e, f* (*i. e.*, three two-year cycles) by securing another teacher. Teachers in the C and D cycles cannot work to advantage with over ten pupils each, unless there are separate rooms. Even then it is not wise to exceed fifteen in a class. All things considered, an A, B, *d, e, f, E* school is a very workable proposition. It can probably be used up to a maximum of about eighty pupils. But at about this point would come the questions as to duplicating one or more of teachers *d, e, f*, or E.

c) Supposing in the A cycle there were no four-year-old children in some particular year. It would then be in order to begin the cycle with year II or the five-year-old work. This would, in effect, change Cycle A for the time being into a two-year cycle, a modified form of Cycle *b*, or *b (x)*, with the standard set back, as described later on, page 74.

Modifications of Standard Cycles for Local Needs

2. Doubling Cycles of the Same Kind

a) This always occurs, and entirely naturally, whenever it seems desirable to separate the sexes. Supposing in the standard three-year-cycle school we desire to separate the sexes between the ages of 13 and 15. We shall then have an A, B, C, D2, E school, which we may illustrate thus:

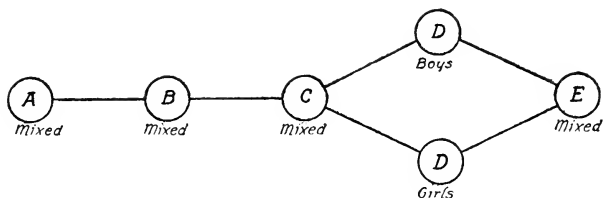


Figure 8. Doubling Cycle D.

b) Or it may even be considered desirable to begin the sex division at 10 years, making an A, B, C2, D2, E school, illustrated thus:

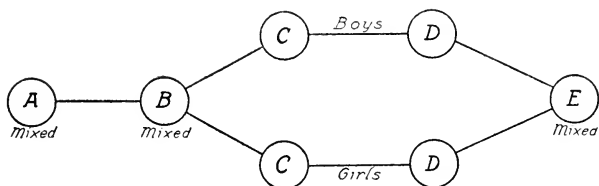


Figure 9. Doubling Cycles C and D.

This latter is probably a very usual method of grouping a school of sixty-five to seventy pupils. But it is a question whether the disposition of the two extra teach-

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ers could not be more wisely effected in building up a two-year-cycle plan beginning with B.

Yet it is entirely possible that the age range in any school may not be evenly distributed through all the grades, but there may be at some age-point a surplus of pupils. This is the point at which it may be necessary to double the cycle. But, before doing so, it should always be considered whether the pressure would be relieved by using the extra teacher to make three two-year cycles out of the two three-year cycles, as explained on pages 20-22. This latter is the better policy, provided it relieves the congestion.

c) Probably the most frequent cases of double cycles will be in schools of the mixed cycle type, as they grow larger—as for instance an A, B, *d*, *e*, *f*, E school may easily grow to the A, B, *d*2, *e*, *f*, E form, or to A, B, *d*2, *e*2, *f*2, E.

B. Less Advisable Modifications

3. Eliminating a Cycle

This move, while contrary to the best interests of the school, may be absolutely necessary on account of a lack of teachers. There seem to be a great many schools, so far as present statistics go, which are running with four teachers, where under standard conditions there should be five. Yet it may be impossible to obtain the fifth teacher. In this situation, one should first consider whether the plan suggested under Chapter XV would not apply. If this is out of the question, there are several types of a modified four-cycle arrangement which may be considered.

Modifications of Standard Cycles for Local Needs

(a) ELIMINATING CYCLE A

This is done by combining it with B. The result is to produce the old-fashioned "infant class" or primary department, with no special work for the kindergarten section. Probably this is the most common method of meeting the problem. Perhaps, on the whole, it disregards the special needs of a smaller number than other plans, namely, the littlest folk of four and five years. If it seems the best plan to be pursued, it may be best carried out under the arrangement to be described presently in the section on "Dropping the Standard". There are, however, other ways of meeting the problem, as for instance the following:

(b) ELIMINATING CYCLE E

Whether this is advisable depends very much on the number of older pupils in the school. If these are very few, then Cycle D may be extended to four years, so as to include the sixteen-year-olds, and Teacher E may be spared for a lower cycle so that A may still be maintained separately from B. The school would then be described as A, B, C, D (x). This is always an unfortunate necessity, as the upper end of the school is usually the more difficult to hold together, and the pupils of sixteen, seventeen, and upward dislike to be put into lower grades. The maintenance of Cycle E, so long as there are pupils enough to form a reasonably good class, is most emphatically to be commended, for the sake of the school as a whole, and the senior department in particular.

(c) ELIMINATING OTHER CYCLES

In any three-year-cycle school it is not probable

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that any other cycle than the first or last could be eliminated. In a two-year-cycle school, however, it might happen by way of exception that there were no pupils within the age or grade limits of some particular cycle. Naturally, then, this cycle would be in abeyance until pupils of that age or grade arrived, by means of promotion on the scene. It might easily happen, also that a two-year-cycle school would be of the *b, c, d, e, f, g* type, or even the *b, c, d, e, f* type, if the youngest or oldest pupils, or both, were lacking.

4. Dropping the Standard a Year

a) It is quite possible that there may be districts or localities, through so large a country, where the mass of pupils are in their development somewhat behind the standard grades used elsewhere. When certain lessons are affixed in standard fashion to particular grades or years, it may happen, in a mining district for instance, that the standard set was fully a year in advance of the capacity of the pupils in that district. Is it necessary to change the standard? Not at all. It is only necessary to understand that the age limits in the different cycles have been lowered by one year. Exactly the same formula, with a note added concerning the dropping of the age limits, will describe the school. Exactly the same teaching material may be used as is used by the standard elsewhere, only beginning one year earlier. Thus, for instance, for year 9 the standard material for year 8 is substituted.

b) Or it may be that in some school local circumstances may best be met by dropping, not the whole

Modifications of Standard Cycles for Local Needs

standard, but the standard of some one cycle. This, of course, means that somewhere in the sequence one of the prescribed courses is abandoned. And yet there may be circumstances under which this will be thoroughly justified.

Consider, for instance, the case discussed on page 73, where only four teachers could be had and the pupils of kindergarten age were a negligible factor. In such a situation it may be advisable to eliminate Cycle A, set the standard back a year in Cycle B, and have a school on the Bx, C, D, E plan with four teachers. Such a school would admit such four-, five-, and six-year-olds as there were to Cycle Bx, as being a negligible factor. They would stay in this cycle until they were in their ninth year. The course of study set for the ninth year in the regular standard would have to be omitted, since Cycle Bx would begin its work (by way of exception) with the six-year-old material. This, of course, is unfortunate. It would be avoided by securing another teacher to take the regular Cycle A work, and so run B on the standard plan instead of making it Bx.

c) Any abnormality of a particular cycle which changes or displaces the regularly understood cycle arrangement can be accommodated in the system as an exception, and in each such case the cycle in question should be marked with an (x) to indicate its abnormality; as, for instance, a four-year-cycle on the senior end of a school may be marked Dx. In most cases, however, it is understood that x added to the sign of a cycle means that the standard has been dropped a year.

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5. The Including of "Bible Classes"

In many parishes there are study groups, sometimes of older pupils, sometimes of adults loosely attached to the school system, or even meeting at different hours. It is entirely possible to include such cases under the standard plan by assigning to them the letter F. If the class be of men or older boys, it would be indicated as F(m), the Men's Bible Class. If of older girls or women it would be F(w), the Women's Bible Class. It would be understood that Teacher F was in charge of a group beyond the age limit of the normal type (*i. e.*, nineteen or beyond), and taught subjects arranged without any particular reference to the standard or to any cycle plan. There are probably many schools which would in this way be represented as B, C, D, F(m), F(w), or some similar formula.

CHAPTER XIII

Some Illustrations of Teacher Training

Teacher training for the cycle school was described in general in Chapter VI. In order, however, that the system may be thoroughly understood, the following illustrations are given in explicit detail to show how the training of separate teachers (or teachers of the same cycle taken together) would be carried out. It has not been thought necessary to develop the plan for *every* teacher involved, but Teacher B and Teacher D have been selected as examples of the three-year-cycle type, and Teacher *b* and Teacher *d* as examples of the two-year-cycle type.

A careful study of the method suggested for these two types will easily enable the trainer to set up a plan for all the teachers engaged in the school.

1. The Training of Teacher B

Teacher B meets the trainer by appointment some evening or afternoon in *early* September, before school begins. She is to teach Course IV this year and has already received her material two months before. During the interval she has read through the Teacher's Manual and examined the accessory material.

More than this, Teacher B, along with A, C, D, and

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E, has already had a preliminary meeting with the trainer in which all five were introduced in a general way to some of the special features of the *Christian Nurture Series*. At that time the trainer read through with them the general description of the series contained in each Manual, laying especial emphasis on the five separate aims which each teacher is to bring together in her (or his) work. (A reading of Dr. Gardner's *The Children's Challenge to the Church*, Young Churchman Co., 40c, paper; 75c, cloth; and of pp. 29-34 in *Church Ideals in Education*, published by the General Board of Religious Education, \$1.00, will assist the trainer to catch this point.) This preliminary meeting will also discuss the practical side of a) the plan for parental coöperation which the school and parish will back, in connection with the new series; and b) the plan for training the child in Christian giving, which the school is to try out in connection with the Nurture Courses. The rector, of course (and the superintendent, if he be not the rector), must be brought into consultation on these points, and a definite understanding had concerning the promotion of them.

There are two important things to be accomplished at this first meeting, and a start to be made on a third.

1. Does Teacher B understand what is to be gotten out of Course 4? Note the Foreword of that particular course, especially the discussion of "Duty", and also the Programme for the Year. It is of great importance that the young child should be taught what God wants him to do. Note the way in which this is to be done. (See Schedule of Course.) Each of the Ten Commandments is illustrated by several stories. The two groups

Some Illustrations of Teacher Training

of Commandments are brought together under the heads of Duty toward God and Duty toward Neighbor, and the whole finally gathered up under the Summary of the Law. It is not so much the wording of the Commandments as the ideas and duties which need to be emphasized.

2. Now proceed to the table of Correlations, and see that Teacher B grasps the idea of working in the "Five-fold aim". Go over, in particular, the Correlations for the first five lessons. This may take fifteen to twenty-five minutes.

3. During the fall Teacher B should be making a special study of the art of story-telling. Hand her (or him) the little book by E. P. St. John entitled *Stories and Story Telling* (Pilgrim Press, 60c).

Run over briefly the first chapter, calling especial attention to the "Hints for First Hand Study", and ask for similar experiences in Teacher B's life. Ask Teacher B to read Chapter I over again carefully, and add Chapter II, making some notes of her (or his) own on the "Hints for First Hand Study" of Chapter II for you to see a month hence. With this much on the pedagogical side, pass to the consideration of the first five lessons in Course 4.

These lessons involve five separate stories from the Old Testament, namely:

1. The Giving of the Law at Sinai. Ex. 19:16 to 20:18; 24:3, 4, 7.
2. Elijah's Sacrifice on Mt. Carmel. I Kings 18:1-40.
3. The Healing of Naaman. II Kings 5:1-19.
4. The Testing of Abraham. Gen. 22:1-19.

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5. The Worship of the Golden Calf. Ex. 24: 12-18; 32: 1-20.

They are all familiar stories, likely to be well understood by most teachers. The text, therefore, will hardly need close study. What most deserves attention is (1) an understanding of primitive forms of Hebrew worship; and (2) the significance of the sacred mountain. These topics will be treated in almost any book or article on Hebrew religion. The modern theories as to Mt. Sinai may also be examined. The teacher should, if possible, be provided with the first volume of *The Historical Bible*, by Kent (Scribner, \$1.00), which furnishes many notes both for these and for subsequent stories from the Old Testament.

The main point is to secure from each of the different stories a strong sense of our dependence on God and the need of worshipping Him. The trainer should discuss with the teacher how this comes out in each of the stories, so as to be sure this point will be made in the class work. It may be wise to select one of the stories to go over in detail, both for the application of this point and also to discover whether the teacher understands the dramatic analysis or movement of the story, and can make the desired points successfully. In this work it will be desirable to consult and compare the "story" as told in the Manual.

Finally, it will be important to look at the different "Correlations" suggested for each lesson in the schedule found in the Manual (or in the introductory material to each lesson). Does Teacher B understand how and when each of these different points is to be brought in, and how it is to be treated? It will be noted that every

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lesson in the Manual indicates the point at which the various correlations are to be introduced in teaching, but it is important that teacher and trainer should talk over the practical details, which of necessity differ in every parish. Providing a little remembrance of flowers, for instance, to be taken to a sick person, or planning to attend a certain service, or the sending of a missionary offering, all need definite direction on the spot.

In conclusion, the arrangement is made with Teacher B for another meeting with the trainer some four or five weeks hence. The teacher is asked to keep brief notes on her experience with the class during the interval: what worked well, and what did not; new ideas which came in the working out of the plans, special needs unforeseen, etc. All this should be made matter of record, partly in view of another month's meeting, and partly with reference to the next time the course is taught.

Teacher B will also be asked to look over, *before* coming to the next meeting, but merely Chapter II in the book on Story Telling, but also the next five stories in the Schedule of Course 4. This second meeting with Teacher B will presumably be of much greater interest than the first, inasmuch as an actual experience with the class in the meanwhile will start many suggestions regarding both material and method.

In the course of the year, then, the trainer may expect to have eight or nine meetings of this sort with Teacher B. This will permit of covering most of the thirteen chapters of St. John's book on story telling (IX, X, and XIII may be omitted, if necessary). It

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will also permit a careful survey of the actual lessons in Course 4 and a continuous study of the experience with the class. The notes applying to this last matter should be preserved in some permanent form and laid away with the Teacher's Manual for the next use of this course.

2. The Training of Teacher D

Teacher D is starting on Course 10, and has been reading through the Manual. The course begins in the Book of the Acts and continues through Church History. Teacher D, therefore, must cultivate some familiarity with both these subjects, and at the same time have in hand considerable knowledge of how to deal with boys or girls during the period of early adolescence. This latter, however, can be acquired steadily all through the three years of the cycle, while the Acts and Church History, so far as needed, must be mastered this year.

Spend the first half-hour of the first meeting between the trainer and Teacher D as follows:

- a. Give ten minutes to a discussion of the aim and method of Course 10. It reveals the Life of Christ wrought into an Organization (the Church), the very same organization which Teacher D's pupils have already accepted or are about to accept, in Confirmation. The point is to make them feel how this Organization (which they partake of with the same zest that early adolescence bestows on any kind of "getting together") started from the Christ of history, whose footsteps they followed the year just passed, and has carried His work on unbroken until it has reached them in their own

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parish church. They are to feel the chain of living experience, beginning with the early Apostles and St. Paul, and reaching up to modern characters of whom we have all known something.

b. Spend the next twenty minutes in looking over Lesson VI of Weigle's *The Pupil and the Teacher* (of which a copy has previously been placed in Teacher D's hands, with a request to read this chapter). The questions at the end of the chapter may be taken up and answered from observations made concerning the boys or girls in Teacher D's class. Very likely they will suggest some new plan for the class or some new method in the teaching. The matter of Confirmation will probably come up. Assign Chapter VII for a month hence, and advise the gradual reading of Part II. (When Weigle's book is covered, there remain several valuable books of special treatment of this "teen age", such as *The "Teen" Age*, by Alexander; *The Boy Scout Movement Applied by the Church*, Richardson and Loomis; *The Girl in her Teens*, Slattery; *Girlhood and Character*, Moxcey.

c. Devote the hour which now remains to the study of those sections of the Gospels and the Book of the Acts covered by the first five lessons of Course 10 (namely the first eight chapters). The teacher should have as a handbook the *Manual of Acts of Apostles*, by Stokoe (Oxford—Clarendon Press). Call Teacher D's attention to the analysis on one of the introductory pages, entitled "Contents of the First Days of the Church", and note the headings given, writing them, perhaps, on the margin of Teacher D's Bible. Ask Teacher D to read each week in Stokoe the section cor-

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responding to the text covered by the lesson for that week. (Or, if the teacher is provided with Volume V of Kent's *Historical Bible*, as recommended by the course, the same general method may be pursued with that book.)

Passing now to some details, consider:

1. In preparation for Lesson 1—
A general outline of the Life of Christ. This should be in very brief form.
2. In preparation for Lesson 2—
Go over the list of the names of the Twelve Apostles, noting in a few words the life and characteristics of each of those who are better known.
3. In preparation for Lessons 3, 4, 5—
Discuss briefly the thought of the Holy Spirit
 - a) As continuing the teaching work of Christ.
 - b) As experienced in the early chapters of the Book of the Acts.
 - c) As looked to and prayed for in the actual life of the individual and the Church. (Whitsunday, Confirmation, Ordination, Hymns about the Holy Spirit.)

d. In making appointment with Teacher D for the next monthly meeting ask for preparation in Weigle and Stokoe or Kent, and for notes to be kept, in the interim, concerning the working out of the lessons in the class. Encourage Teacher D to do as much reading as possible in the various recommended books.

After fourteen Sundays on the history in the Book of the Acts, Course 10 passes into Church History, and Teacher D will need to read somewhat more extensively. The two books mentioned in the Manual, Farrar's *Lives*

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of the Fathers, and Walker's *Great Men of the Christian Church*, should, if possible, be accessible. Articles on the characters mentioned can be found in most encyclopedias. The rector may be disposed to loan Teacher D from time to time some volume in Church History covering the needed period. The conferences between the trainer and Teacher D after the third meeting will, therefore, tend more and more toward a discussion of the different biographies for the ensuing month, and the points in each character worthy of emphasis in the class.

3. The Training of Teacher *b*

The work of Teacher *b* is in many ways similar to that of Teacher B, of whose training an illustration has already been given. But Teacher *b* begins a grade lower in the school than B, using in the first year of her cycle Course 3.

We shall assume that Teacher *b* has already attended the preliminary meeting of all the teachers at which the general topics related to the Christian Nurture Courses are discussed, and pass at once to the work to be done at the first monthly meeting between Teacher *b* and the trainer.

First, it will be necessary to consider the special aims of Course 3. Fifteen minutes will be devoted to reviewing with the teacher the general description (in the Manual of Course 3) of the "Church Pathway" courses, and the special feature of Course 3 in particular. Teacher *b* has already considered this as she looked over her Manual in the last month or so. But a review with emphasis on special points, and with

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application to the peculiar circumstances of the local school, is always in order. The schedule of lessons will be examined again to secure the *general ideas* back of the stories, and the columns of Correlations covering Church Loyalty, Devotional Life, and Christian Service will be glanced through.

The second fifteen minutes will be spent on *Stories and Story-Telling*, by E. P. St. John, after the plan proposed for Teacher B.

Then comes the examination of the material covered in the first five lessons of Course 3. These lessons embrace the two ideas of God's creative power, and His protective care of men. There are four stories involved:

The Creation Story. Gen. 1.

St. Peter and the Angel. Acts 12: 1-17.

Elijah Fed by the Ravens. I Kings 17: 1-6.

Daniel in the Lion's Den. Dan. 6: 1-23.

It will be well to deal with all these stories, as the Manual deals with that of Daniel, and help Teacher *b* to work out for each of the first three a succession of "mental pictures". Doing this will lead to a survey of the Biblical material, and to observing how that Biblical material is handled in the story for each lesson given in the Manual. Mrs. Houghton's discussion of the Creation Story in her book, *Telling Bible Stories*, will be helpful reading to the teacher, if the book can be had or borrowed. In the course of the analysis of the stories it will not be difficult for the trainer to discover whether the teacher possesses the requisite knowledge concerning the details of the different narratives. In the course of the hour spent in this work note should be

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made of the several correlations needed and practical plans suggested for working them out.

Teacher *b* should be encouraged, in addition to the reading of St. John's book on story telling, to make a careful study (unless this has already been done) of primary teaching, its principles and methods. *God's Little Children*, by Hartford (N. Y. S. S. Commission, 75c), will be helpful here, also *The Elementary Division* by Bryner (Revell, 50c). Chapters II to IV and XII to XVIII of Weigle, *The Pupil and the Teacher* (Doran, 50c), are also in point. This work can be so distributed over the two years as to be reviewed in the section of time devoted at each appointment to pedagogical work.

The Christian Year is another subject which Teacher *b* should understand. Hints for its proper appreciation may be found in the study outlines furnished on this subject by the General Board (Standard Course, Christian Year) and also in Dr. Gwynne's manual on *The Christian Year* (Longmans, Green, & Co., 75c).

4. The Training of Teacher *d*

The work of this teacher with Courses 7 and 8, and ages 10-11 (or Grades V and VI), calls for a knowledge of child life in the younger junior period, for a good understanding of Church Worship, and a fair knowledge of Biblical history.

It is understood that Teacher *b* will have gone over, in the general meeting with the other teachers, the special features of the Nurture Courses as a whole. Our effort now will be to describe the conduct of the first monthly conference between Teacher *d* and the

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trainer. The time of this meeting should be occupied somewhat as follows:

a) Fifteen minutes may be spent in discussing the special aim of Course 7, the teacher having previously become thoroughly familiar with the Manual. There are two important objects in Course 7. The first is to introduce the child to the more general *feelings* of worship through an understanding of the Christian Year. Secondly, while teaching the Christian Year the teacher familiarizes the child with the main outlines and events of the Life of our Lord, and with His place in the experience of men. Both of these objects are fundamentally important at this period of a child's development, and underlie his further religious development. But both need to be treated in simple outline fashion, endeavoring to have the main impression a forceful one upon the emotional nature of the child, rather than a detailed delivery of facts to his intellect. The teacher's attention should be especially called to the way in which the significance of the Church seasons is developed in the table of correlations. Review also the special directions to the teacher in Course 7.

b) The second fifteen minutes may be wisely spent in beginning a special study of the junior period of child life. Weigle's *Pupil and Teacher* will offer an excellent basis for a start in this direction. Read over with the teacher pages 38 to 42 in Chapter V, and then, on the basis of the actual children in Teacher *d*'s class, discuss the first five questions at the end of the chapter.

It may be wise to spread the discussion of this chapter over three conferences provided points of practical

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interest are brought up. Meanwhile the teacher can be asked to read ahead Chapters VIII to XI and then forward in Part II, at least a chapter a week.

There are one or two other books which will prove decidedly useful for a teacher of this age of children, provided there is time for it and the books can be had. These books are as follows:

The Individual in the Making. Kirkpatrick.

Habit and Habit Formation. Howe.

As there are two years in this teacher's cycle, a plan for this reading can be made covering that amount of time.

c) The next hour of the conference with Teacher *d* should be spent upon the subject matter of Course 7. The opening lessons in this course need a background of study in the life and times of Isaiah and especially Jeremiah. The trainer should give some information in regard to the books of Jeremiah and Isaiah and some brief outline of the history during the lifetimes of the two. Neither prophet is apt to be well known, as an individual, to the average teacher. During this part of the conference, therefore, most of the work will have to be done by the trainer, but with especial reference to the Bible text and the particular incidents involved in the coming lessons, namely:

The Invasion of Sennacherib. Is. 36-37.

The Discovery of Deuteronomy. II Kings 22-23.

Jeremiah's Sermon on Shiloh. Jer. 7.

The Story of the Yoke. Jer. 27-28.

The teacher may be asked to read articles in a Bible dictionary or an encyclopedia on Isaiah and Jeremiah. Chamberlain's *The Hebrew Prophets* (Chicago Univ.

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Press, \$1) will be useful if obtainable. These readings may be spread over the first three conferences.

At Lesson 15 the subject matter of the course passes over to the Life of Christ, and the teacher may wisely be asked to read some short and vivid presentation of this subject. Stalker's *Life of Christ* will be suitable. The aim is not to get details, but larger impressions.

Especially during the fall (or the first fourteen lessons), the trainer's attention may best be given to making sure that the teacher has an adequate historical background for each particular lesson. Suggestions as to the practical carrying out of the details required by the correlations will frequently be necessary. Advice also as to the omission of the less essential items of the lessons will be needed if they prove too long for the teaching period. The analysis of the lessons in the Manual should be carefully considered.

d) During the second year of this cycle especial attention, in the subject matter of the lessons, must be given to two subjects: 1. The development of the child's sense of worship, along the lines of the Prayer Book, and 2. The history covered by the Old Testament. Helpful reading along these two lines will be furnished by:

1. *Our Way of Worship*. Lee (Chiefly the latter half). *The Church's Book of Days*. Longmans.

Both of these are published in England by the National Society's Depository, but can be had here through the N. Y. S. S. Commission, 73 Fifth Ave., New York.

2. *Old Testament History and Literature*. Alford. Longmans, Green, & Co.

CHAPTER XIV

Studying the Small School

Just because the school is small is the best reason in the world for giving it a deal of study. The large school falls into lines of organization which have long been observed and considered. The small school presents problems of administration which are quite different. It is full of possible experiment and its combinations of method are manifold. As a type of school it has never yet been adequately studied or experimented with. Instead of taking it as a type by itself for independent experiment and construction, the tendency has been to handle it as nearly like a large school as is possible. The results of this tendency have been altogether unfortunate.

The persons who should be especially interested in the study of the small school are, first, the rector or superintendent who runs it, and secondly, the diocesan Board of Religious Education, in whose field the small school constitutes so large and important a factor. It is the belief of the writer that Boards of Religious Education should isolate special problems which are vital to the welfare of the Church and give them technical investigation and study, until certain definite recommendations can be made and experiments con-

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ducted on the basis of them in sufficient number and extent to establish principles and methods. The small school constitutes just such a problem of diocesan administration. The data should be secured, the problem discussed, and definite suggestions experimented with until certain results can be obtained, and a typical system established.

I. The Small School Studied by Its Superintendent

a) The Problem of Teachers

Inasmuch as in the organization and success of the small school so much depends upon the teaching force, its number and quality, this problem should have the right of way. It may be analyzed and examined as follows:

1. Can the number of teachers be increased?

The discussion of the cycle system shows how great an advantage is secured each time the addition of one more teacher makes it possible to resolve two cycles into three. The superintendent should have this constantly on his mind. Can I get one more, he asks himself as he thinks over the adult members of the congregation? "Seek and ye shall find" is true here. Sometimes it is a new parishioner who has come to the parish and is as yet unclaimed as a worker; sometimes it is an old friend released by circumstances from previous responsibilities. Now and then it is an older daughter or son returned from school or college to settle down at home once more. The watchful superintendent gets his appeal in first. It is personal and determined—and he succeeds (or else he tries again).

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Often he looks at some older boy or girl in the school classes and debates whether this one or that should be lifted out of the position of student and installed as teacher. They are very tempting objects to the superintendent, these bright-faced young people with all the enthusiasm of youth. Yes, those things are assets, demeanor and enthusiasm. But there are other matters to be considered, such as stability, leadership, ripeness of judgment, depth of Christian devotion. Maturity of experience is valuable, but sometimes real qualities of leadership will atone for deficiencies in age. Good common sense and reliability will sometimes suffice where backed by intelligence and interest. Some willingness to study and readiness to give earnest work there must be, as compensatory qualities. But with these guarding elements and a careful supervision by superintendent or trainer or both there are many sober-minded, earnest young people of eighteen (seldom should they be taken younger) who will develop excellent teaching ability.

Occasionally, perhaps not often, someone deeply interested may be brought in from the outside, a member of a neighboring parish not vitally needed there, coming with the knowledge and consent of the rector of that parish. Such persons are occasionally brought by a direct appeal on the ground of an urgent need in a hard field.

2. Can the capacities of the existing staff of teachers be improved?

Generally there is opportunity for this to be done in one way or another. The most thorough way is that

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described under the section on Training the Teacher. Other methods are as follows:

a) Secure some book which most of the teachers should read. Paste a notice in the front or back of it indicating your desire that it should be read; stating how long the book may be kept by any one teacher (two weeks, or three, according to the size), requesting each teacher, as the book is finished, to affix her or his signature beneath the notice, and hand it on to another teacher, the book to come back finally to the rector or trainer, to be put into the permanent training library of the school (unless the book belongs personally to the rector). Several books each year can be accomplished by this method, if they are not too bulky or too severe.

b) Every effort should be made to get the teachers, once or twice a year at least, to attend some Sunday School meeting of the local district. It is perfectly true that such meetings may or may not hit the exact point of need for the teachers of a given school; yet the stimulus of common interests and aims is there and the habit of attendance brings its reward in indirect ways.

c) In some localities it is possible to see that some one teacher in the small school is sent to a summer school where Sunday School methods are handled. The money cost of such an experience is an investment very much worth while for the small school. Perhaps, by joint effort of the teacher, the Sunday School treasury, the Church, or some interested person outside, the necessary funds for transportation and board can be secured. The teacher goes, agreeing to bring back to the school the best things said and done, the new

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methods, the inspirational addresses. From such an experience there will be a sure return.

d) At an occasional meeting of the teachers' group, held, say, quarterly, for the discussion of the welfare of the school, the trainer or the rector may take up, after the business is over, the discussion of some topic germane to the work of all the teachers: how to develop the devotional life of the pupils in our Sunday School; the best way of measuring the scholarship of our pupils; the newest books on Sunday School work with a brief message from each; the educational element in our festival observances for the school, etc. Little slips with three or four questions intended to draw out a statement of actual experience with the topic under discussion in class work may be prepared and sent beforehand to each teacher, requesting a brief answer. These help to stimulate discussion and to make each teacher contribute to the benefit of the rest. Problems and difficulties are aired, and new light and judgment result.

3. Can we prepare teachers against a future need? This generally means, are there young men or women in the upper ranks of the school who, if their reading and experience were directed, could be gradually trained to take places in the future as teachers? Or it may sometimes mean, are there adult persons in the parish, not now thought of as teachers, or considering themselves able to teach, who could be brought to prepare themselves ahead for such work? In either case one of the following suggestions may prove practicable:

a) A corps of substitute teachers may be formed. In some schools the superintendent has at his command

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promises of occasional assistance for substitute work. Miss A is willing to be called on for work on the first Sunday of every month, if needed. Mr. C will agree to come on the second Sunday, and so on. These persons may even be willing to come to the school on their appointed days to see whether they are needed. Each Sunday, then, there is someone to rely upon as an extra. The same plan may be put in practice with a few selected pupils in the oldest classes. Such persons will learn by experience something of what is needed for a teacher's equipment, and may be induced to go farther in preparation by the reading plan.

b) The same plan for reading single books which has been described above may be brought into use here. Further, such persons may be given one after another the various courses (Manuals) in use in the school, and be asked to familiarize themselves with their method and contents. Parents whose children are studying a certain course may be asked to read along the lines of that course, and may ultimately be interested to essay the task of teaching.

c) Mothers or fathers who are natively interested in studying the growth and development of their own children may often be brought to see how great a contribution they may make to the life of the parish by becoming teachers. A Mother's Club in the parish, or a Parents' Discussion Class, or some similar association drawn together within the parish group, may be used to prepare individuals to see a vision of service in the Sunday School.

d) In directing the study of either young people or adults toward teaching, the assistance of the Corre-

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spondence Courses of the General Board of Religious Education may prove helpful. Young people, especially, may be urged to take up some such course under the general supervision of the rector or trainer, with the promise of being given class work to do when their preparation has proceeded to a certain point. The new Partial Credit system, by which recognition can be obtained for work done after each five lessons are accomplished, may prove a stimulus. In such cases particular inquiry for information should be addressed to the Parochial Department of the General Board (289 Fourth avenue, New York City) with a brief statement of the circumstances.

4. The Problem of Cycles

The best adjustment of cycles to suit the circumstances of a given school should be a matter of careful study. The data for such study consist of the statistics relating the actual or possible attendance at the school, of observations made during the school sessions as to the capacity and gifts of the various teachers, of the calculated numbers of children in the different school grades, and of the fitness of the graded material in the different Nurture Courses to the children of that locality. The discussions in other parts of this present volume as to ways of modifying and adjusting cycles to the particular needs of any given school will show what the flexibility of the system is, and the different possible lines of adaptation. The following suggestions are worth the consideration of the rector or superintendent:

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A. The Value of Charting a School

Every small school can easily be displayed to the eye on paper by the following device and method:

a) Draw down the middle of a large sheet of paper an "age line", and divide it into quarter inches, each representing one year of a child's age. Emphasize the division between years 4 and 5, 10 and 11, 14 and 15, 18 and 19.

b) To the left of this line will be recorded the classes exclusively of girls, and to the right those of boys. A class will be indicated by drawing a semi-circle against this age line with the ends resting against the age limits of that class. If the class contains both boys and girls complete the circle on the opposite side of the line.

c) Set inside each semi-circle, 1, the number of pupils of that sex in that class, and 2, the proper letter designating the cycle. Write against the outside of the semi-circle the name of the teacher.

d) Sum up, at the bottom of the sheet, the statistics recorded on it.

As an illustration, let us chart an imaginary school which shall have six teachers and fifty-four pupils and run on a mixed cycle plan.

This chart brings to the eye at once several peculiar conditions, for example, (1) There are no girls in the school from eleven to fourteen years of age. (Were this a real school we should need to investigate the reason why.) (2) The unusual employment of three two-year cycles in the primary years when the upper half of the school is relatively undeveloped from the

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teaching standpoint. (3) The four-year cycle used with the older boys.

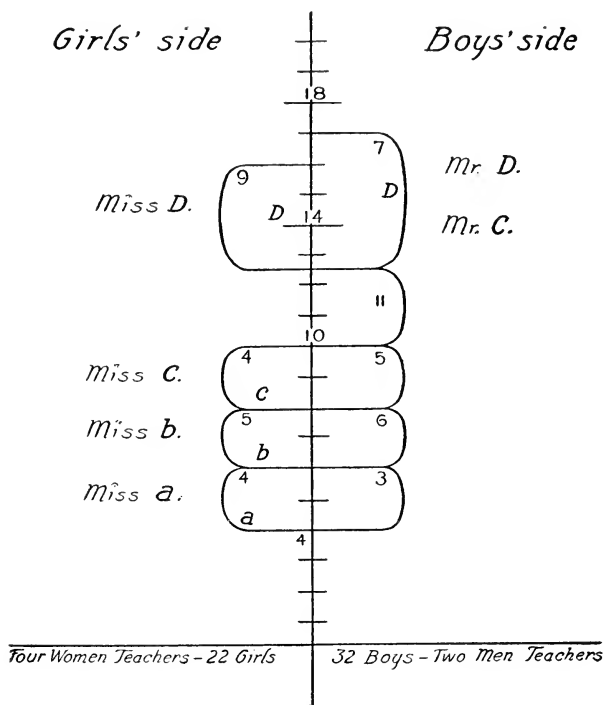


Figure 10. A Six-Teacher Mixed Cycle School with 54 Pupils. (Imaginary.)

Instead of discussing further the chart of an imaginary school, let us examine the chart of a real school, photographed from nature, as it were. But this school

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is not organized on the cycle plan. The illustration may be all the more illuminating, however, on that very account, and comes nearer to the presently existing state of affairs.

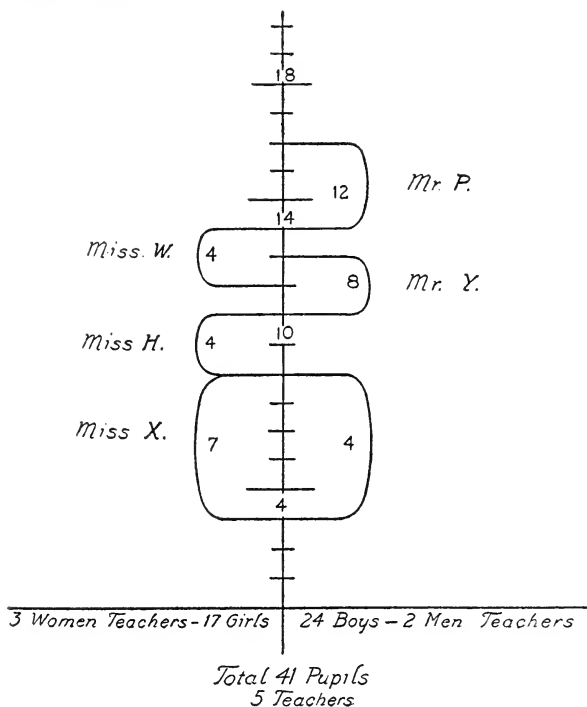


Figure 11. Chart of an Actual School.

This chart reveals certain curious and interesting conditions: 1. In spite of the relatively large number

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of boys in the school, there is a curious and unexplained lapse in the boy line between the ages of eight and ten. 2. There are no older girls in the school. 3. There are two unexpected intervals, the year eleven on the girls' side, and the year twelve on the boys' side. These may both be accidental, owing to the small number in the school total. The effect of a boy choir in this parish in holding older boys in their connection with the school is noticeable. It is evident that too many age years are grouped together in the youngest class, and that a year might wisely be taken off this class on the upper end and given in charge of Miss H. It is plain, too, from the chart that Miss W and Mr. Y might each have worked in the same three-year age cycle with pupils from ten to thirteen, had the missing age intervals been represented by a child, and that Miss H might very probably have taken in charge any boys (had there been such) between the ages of seven and ten. In this way the road would have been quite open for the development of a three-year-cycle school (of the type A, B, C2, D).

B. Readjustments of Cycles

A school once charted can be studied with great clearness. The illustrations just given reveal quickly what the desirable changes are. Rearranging the teaching force with reference to the age years or grades to be covered may bring a much better balance to the school as a whole. Removing a teacher whose absence may be compensated for by joining the sexes in that cycle and putting this teacher at another point, where numbers are greater, or a two-year cycle much needed,

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may be moves for the benefit of the school. All such suggestions may easily be plotted on a chart (even when they are purely matters of hypothesis) and their effect considered in relation to the whole. The chart of a revised plan for the school will also explain in a brief way to the secretary what changes, if any, are necessary in his lists, to carry out the rearrangement.

5. The Problems of Housing and Equipment

The first of these is not easily solved in the small school, if difficulties prevail. Sometimes the church building is the only meeting place for the school. The problem is then how to place the classes so that they shall least interfere with each other, or have greatest facilities for themselves. Sometimes devices such as temporary curtains or screens can be planned. In this connection it is worth remembering that the blocking off of things which distract the eyes is more important than the removal of disturbing sounds. For this reason screening need only be carried a little above the head when seated, in order to be effective. Or the question may be how to provide in pews means for writing. This may lead to a provision of lapboards made of what is called "binder's board", or to temporary fixtures adjusted to the tops of the forward pews.

Many other problems of housing may arise. Some will be solved by ingenuity in devices, some by rearrangement of seating or rooms. But in these matters very great benefits can often be produced by a relatively small amount of thought. The principle is for the superintendent to put himself by imagination in place of the teacher, and consider how these various outward

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circumstances help or hinder the work of the session. The hindrances are easy to note by a thoughtful observation of the class as the work is in process. The great aim is to eliminate circumstances which cost time during the teaching period without yielding a corresponding gain in convenience, or which could be taken care of at some other time. Passing from one room to another, or from the church to a vacant rectory room, might cost time, and yet the total gain in separation or isolation might more than compensate.

As to equipment the problems are too many to illustrate in detail, and too dependent on unknown financial conditions. These problems deserve careful attention however. The teacher should be taken into consultation constantly. It heartens a teacher very considerably to feel that the leader of the school is thinking of her or his particular work, and carrying some of the difficulties.

II. The Study of the Small Schools of a District or a Diocese by a Board of Religious Education

1. The first desideratum here is *knowledge of the actual situation*. Diocesan journals usually carry data giving the number of teachers and pupils in the schools of the diocese. Select from such a list the schools having less than 100 pupils and send to the rectors or ministers of such parishes or missions an enquiry blank like the following:

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INQUIRY CONCERNING THE SMALLER SCHOOLS

Please return answers to.....

(To be filled in stating name of the board member or
officer conducting the investigation)

This report is returned for.....S. S.

Place

Diocese

Name of person returning information.....

Address

1. Kindly fill out the following schedule, describing every class in your school, beginning with the youngest.

Class	Boys	Girls	Age extremes	Teacher	
				male	female
No. 1			to		
No. 2			to		
No. 3			to		
No. 4			to		
No. 5			to		
No. 6			to		
No. 7			to		
No. 8			to		

2. Please give your opinion or experience as to the advantage or disadvantage of combining both sexes in:
 - a) Junior Classes (Age 9-14).
 - b) Senior Classes (Age 14 up).

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3. How much can your school afford to spend a year per pupil on lesson material?
4. Do your teachers continue individually in charge of the same class, or are the children promoted from teacher to teacher? If the latter, how often?
5. What is your experience in your present school as to the possibility of training your teachers?
6. Please state the course of lessons taught by the teacher of each of the classes mentioned above, for a period of three years (either the last three years, or the coming three).

Repeated requests may be necessary in some cases to secure the return of the information, but persistence and good nature ought in the end to get returns from about three-quarters. The rest will have to be "picked by hand".

2. With data in hand the committee, or some member of it, begins to classify the situation. How are the four-teacher schools organized (or the five-teacher schools, and so on up)? Are there any cycle plans in operation, any teacher training, etc? What is the usual custom in regard to sexes, promotion, finance, etc.? If certain schools are similar in some particulars, study the dissimilarity of other particulars, looking for reasons and results.

3. The next step will probably be that of correspondence with certain individual schools in the search for details, the investigation of peculiar conditions, etc.

4. The committee or board should now be ready to formulate certain theoretical plans for improvement, and to secure experimentation under them. Not all schools will assist in such experimental work. Be satisfied at the start with such as will, and get new plans started under the best auspices possible.

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5. Meantime the whole field, as well as these particular experiments, must be under observation. Statistics should be collected at regular intervals, growth carefully recorded, changes of various sorts noted, and the reasons ascertained, if possible. All this observation should be kept classified according to the different types of schools discovered in the field. One type can thus be compared with another, and deductions drawn as to advantages or disadvantages. Five years of such careful watching, along with what experimentation can be secured, ought to yield valuable and significant data, on which important conclusions could be drawn.

6. The data of such an observation, in so far as the cycle plan of organization is accepted and applied, could easily be kept in card catalogue form by using the formulae suggested. It would be perfectly possible to add by means of exponents to the various letters the number of pupils on the roll of each cycle, so that a single brief formula would express at once:

1. The structure of the school,
2. The number of teachers,
3. The material in current use by each teacher, and
4. The number of pupils under each teacher.

For instance (A^{11} , B^{12} , C^{10} , D^9 , E^{15}) I indicates a standard five-teacher three-year-cycle school of 57 pupils in which all the classes are using the first year of the standard material. Or (a^6 , b^8 , c^9) II, (C^{10} , D^9) I, E^7 III, means a mixed-cycle school of 49 pupils and six teachers, with three two-year cycles using the second year of the standard material, two three-year cycles using the first year material, and one three-year cycle at work on the third year material.

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These refinements of the formula are of course not necessary to the adoption of a standard plan. They are introduced simply to make clear how many descriptive marks of the school might be recorded in exceedingly brief compass and with thorough accuracy by anyone interested.

7. It would be of the utmost advantage in a diocesan situation to assign to some one person the duty of promoting the cycle plan among the smaller schools of the diocese. Such a person would

- a) Make a thorough study of the system herein proposed. If possible he should be in charge of a school carried on under the plan.
- b) Present the advantages of the cycle plan by addresses at any diocesan gathering of a Sunday School nature.
- c) Make occasional visits to parishes or schools where it may be proposed to introduce the plan in order to discuss it on the ground.
- d) Act as a consultant, by mail, with those who may contemplate introducing the plan, advising them as to details, adjustments, etc.

CHAPTER XV

Possible Lines of Special Experiment

1. Experiments in Combining the Sexes

It may be considered by some that the plan of combining the sexes in Cycles C, D, and E has not been sufficiently tried to render it advisable as a general principle. It would be worth while, in a diocese for instance, to encourage a number of experiments in such combinations, to keep careful observation of their results, classified according to the ages of the pupils in each class or cycle. Only extended experiment can prove the case for or against a general principle of this sort. And the place where the experiment is most needed is above the age of ten. For beneath that age it has been a very general practice to combine the sexes, and without any apparent disadvantage.

2. Economies in the Number of Teachers

Even the statistics usually published in the diocesan journals will reveal no small number of cases in which the teaching problem must be handled with fewer than the five teachers normal to an A, B, C, D, E, school. The modifications of the cycle plan discussed elsewhere will suggest several ways in which a four-teacher school can be kept running on the cycle plan. But these sug-

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gestions all involve an elimination of some kind which is abnormal. Is there no other way out?

The discussion of what is known as the Gary system in public education suggests another principle seldom applied in Sunday School work which may prove of considerable value under certain conditions.

One of the main principles in the Gary plan is that the same teacher shall do double work, or repeat the same lesson with a second and different group of children. In the ordinary Sunday School there is never a chance for a teacher to serve for more than one period, because all the exercises are simultaneous. The children all appear at the same hour, and the classes are held in the same period. This involves the use of as many teachers as there are classes. The custom is time-honored. But is it invariably necessary? True, there are not many persons engaged as Sunday School teachers who would usually be willing to teach more than once on Sunday. But is this, again, an absolute necessity? There may be circumstances where persons capable of teaching will be willing, for the good of the cause, even to teach for two periods on Sunday. If there be one such, it is plain that the effect will be that of an additional teacher. Let us see what such a plan would accomplish.

(a) Running a Standard A, B, C, D, E School with only Four Teachers

Let the school open at 9:45 a. m., with the pupils of cycles B, C, D, and E, present, and beginning their lesson period immediately after an opening collect.

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At 10:30 the pupils of Cycle A arrive and join in the general exercises which will last until 10:45.

At 10:45 pupils of cycles B, C, D, E leave, presumably to attend Morning Service at 11. At this hour, then, Teacher B is released and takes charge of the Cycle A pupils whom she teaches until 11:30.

At 11:30 the pupils in Cycle A are either dismissed or kept under suitable oversight to await the conclusion of Morning Service and be taken home by parents or relatives.

This plan uses the same teacher therefore for B and A. Most B teachers would be fairly competent to handle A children. This teacher is of course deprived of the opportunity of attending the 11 a. m. service. This is no doubt a loss, even if some other service in the day be attended. But Teacher B may be willing to make this sacrifice for the sake of the greater efficiency of the school.

Cycles B and A are chosen as the proper ones to "go tandem", in this plan, rather than any other two because there is less harm than at any other age in keeping the four- and six-year-olds away from morning service.

The same result could be reached on a similar principle if Cycle E met during the week with D as teacher, while A, B, C, D met on Sunday morning for a school on the usual plan.

(b) Running a Standard A, B, C, D, E School with Three Teachers

The same principle applied in a more extended way could be stretched to cover cases where only three teachers can be had. It is not probable, however, that

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many instances would be found where two teachers would be willing to teach for two consecutive periods without compensation. The plan however is as follows:

9:45 School opens for Cycles C, D, E.

10:30 Pupils in A and B arrive.

10:30 to 10:45 General Exercises.

10:45 to 11:30 Lesson period for Cycles A and B,
which are taught respectively by
Teachers C and D.

It is quite possible that this plan would be more feasible if the school were held in the afternoon, and similar periods assigned, beginning perhaps at 2:45. This would also have the advantage of not depriving either teachers or pupils of the morning service.

(c) Running a Standard A, B, C, D, E School with Two Regular Teachers

This can only be accomplished in case some pupil or pupils in the E cycle can be set as teacher of the A children, while Teachers D and E serve again with B and C. The plan is as follows:

9:45 or 2:45 School opens for D and E.

10:30 or 3:30 Pupils in A, B, and C assemble.

10:30–10:45 or 3:30–3:45 General Exercises.

10:45–11:30 or 3:45–4:30 Lesson period for—

A (taught by pupil from E).

B and C (taught by Teachers
D and E).

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